

BOARD NOTICE 82 OF 2009**THE SOUTH AFRICAN COUNCIL FOR THE QUANTITY SURVEYING PROFESSION****ACCREDITATION SUBMISSION****Preamble**

Any institution wishing to be granted accreditation by the South African Council for the Quantity Surveying Profession (SACQSP) is required to make a formal, written submission. The SACQSP does not prescribe the format of such documentation, other than requiring submissions to comply with the provisions of the *Accreditation Policy Document* of the South African Council for the Quantity Surveying Profession (approved by the SACQSP) (attached). This Accreditation Policy Document of the SACQSP uses as its basis the document entitled '*Criteria for Programme Accreditation*', published by the Council on Higher Education: Higher Education Quality Committee (November 2004) (attached), with minor revisions.

Careful note should be made of the revisions made by the SACQSP to the evaluation criteria contained within the HEQC document. These revisions are highlighted in the SACQSP *Accreditation Policy Document*. More specifically, the revisions apply (*where relevant to a particular level of qualification*) to the following criteria listed within the HEQC *Criteria for Programme Accreditation* document:

Criterion 1(iv), page 8: Additional text inserted, dealing with requirements regarding material to be covered by the Programme.

Criterion 2(ii), page 9: Additional text added, dealing with requirements for admission to the Programme.

Criterion 3(i), page 10: Text amended, dealing with qualification requirements of full-time staff teaching on the Programme.

Criterion 3(iv), page 10: Additional text inserted, dealing with research publication output requirements of full-time academic staff.

Criterion 4(i), page 10: Additional text added, dealing with requirements regarding staff SLE) / student (FTE) ratios.

Criterion 18(iii), page 23: Additional Clause added, dealing with employment statistics requirements in respect of graduates of the Programme.

In submitting evidence of compliance with criteria, institutions may either submit detailed documentation, or may identify material sources which should be made available to the SACQSP, either on request, or at any scheduled visit to the institution concerned. Where supplementary documentation to this report is made available by the institution, it should be appended to the back of this submission.

Examples of pro-forma reporting schedules, which are recommended for use by applicant institutions (either with the written submission, or for presentation at an institutional visit), are provided separately as Annexures 1-4 (attached).

Institutions entering into the 'Candidacy Phase' as defined by the SACQSP / HEQC, should restrict their submission to criteria 1 - 9.

PROGRAMME DESIGN

Criterion 1 : *The programme is consonant with the institution's mission, forms part of institutional planning and resource allocation, meets national requirements, the needs of students and other stakeholders, and is intellectually credible. It is designed coherently and articulates well with other relevant programmes, where possible.*

Institutional Response:

STUDENT RECRUITMENT, ADMISSION AND SELECTION

Criterion 2: *Recruitment documentation informs potential students of the programme accurately and sufficiently, and admission adheres to current legislation. Admission and selection of students are commensurate with the programme's academic requirements, within a framework of widened access and equity. The number of students selected takes into account the programme's intended learning outcomes, its capacity to offer good quality education and the needs of the particular profession (in the case of professional and vocational programmes). **Annexure 1, dealing with admissions points reporting, applies to this criterion.***

Institutional Response:

STAFFING

Criterion 3: *Academic staff responsible for the programme are suitably qualified and have sufficient relevant experience and teaching competence, and their assessment competence and research profile are adequate for the nature and level of the programme. The institution and/or other recognised agencies contracted by the*

institution provide opportunities for academic staff to enhance their competences and to support their professional growth and development. Annexures 3 and 4, dealing with research publication output reporting and associated calculations, apply to this criterion.

Institutional Response:

Criterion 4: *The academic and support staff complement is of sufficient size and seniority for the nature and field of the programme and the size of the student body to ensure that all activities related to the programme can be carried out effectively. The ratio of full-time to part-time staff is appropriate. The recruitment and employment of staff follows relevant legislation and appropriate administrative procedures, including redress and equity considerations. Support staff are adequately qualified and their knowledge and skills are regularly updated.*

Institutional Response:

TEACHING AND LEARNING STRATEGY

Criterion 5: *The institution gives recognition to the importance of promoting student learning. The teaching and learning strategy is appropriate for the institutional type (as reflected in its mission), mode(s) of delivery and student composition, contains mechanisms to ensure the appropriateness of teaching and learning methods, and makes provision for staff to upgrade their teaching methods. The strategy sets targets, plans for implementation, and mechanisms to monitor progress, evaluate impact and effect improvement.*

Institutional Response:**STUDENT ASSESSMENT POLICIES AND PROCEDURES**

Criterion 6: *The different modes of delivery of the programme have appropriate policies and procedures for internal assessment; internal and external moderation; monitoring of student progress; explicitness, validity and reliability of assessment practices; recording of assessment results; settling of disputes; the rigour and security of the assessment system; RPL; and for the development of staff competence in assessment.*

Institutional Response:**INFRASTRUCTURE AND LIBRARY RESOURCES**

Criterion 7: *Suitable and sufficient venues, IT infrastructure and library resources are available for students and staff in the programme. Policies ensure the proper management and maintenance of library resources, including support and access for students and staff. Staff development for library personnel takes place on a regular basis.*

Institutional Response:

PROGRAMME ADMINISTRATIVE SERVICES

Criterion 8: *The programme has effective administrative services for providing information, managing the programme information system, dealing with a diverse student population, and ensuring the integrity of processes leading to certification of the qualification obtained through the programme.*

Institutional Response:

POSTGRADUATE POLICIES, PROCEDURES AND REGULATIONS

Criterion 9: *Postgraduate programmes have appropriate policies, procedures and regulations for the admission and selection of students, the selection and appointment of supervisors, and the definition of the roles and responsibilities of supervisors and students, etc.*

Institutional Response:

Continued overleaf

The following additional criteria are only to be filled in by institutions being evaluated for the 'Accreditation Phase' as defined by the SACQSP / HEQC.

PROGRAMME CO-ORDINATION

Criterion 10: *The programme is effectively coordinated in order to facilitate the attainment of its intended purposes and outcomes.*

Institutional Response:

ACADEMIC DEVELOPMENT FOR STUDENT SUCCESS

Criterion 11: *Academic development initiatives promote student, staff and curriculum development and offer academic support for students, where necessary.*

Institutional Response:

TEACHING AND LEARNING INTERACTIONS

Criterion 12: *Effective teaching and learning methods and suitable learning materials and learning opportunities facilitate the achievement of the purposes and outcomes of the programme.*

Institutional Response:

STUDENT ASSESSMENT PRACTICES

Criterion 13: *The programme has effective assessment practices which include internal (or external) assessment, as well as internal and external moderation.*

Institutional Response:

Criterion 14: *The programme has taken measures to ensure the reliability, rigour and security of the assessment system.*

Institutional Response:

CO-ORDINATION OF WORK-BASED LEARNING

Criterion 15: *The coordination of work-based learning is done effectively in all components of applicable programmes. This includes an adequate infrastructure, effective communication, recording of progress made, monitoring and mentoring.*

In some professional programmes, work-based learning does not traditionally form part of the curriculum. Although strongly supported, it is recognized that work-based learning is not a mandatory requirement for quantity surveying tertiary programmes. However, for those programmes which do incorporate this learning approach, the requirements of this criterion should be adhered to.

Institutional Response:

DELIVERY OF POSGRADUATE PROGRAMMES

Criterion 16: *The postgraduate programme is managed properly, offers opportunities for students to develop research competence, and ensures that research is properly assessed. Policies for student admission and selection, criteria for the selection and appointment of supervisors, and guidelines on the roles and responsibilities of supervisors and students are effectively implemented.*

Institutional Response:

PROGRAMME OUTPUT AND IMPACT

These criteria pertain to what is delivered and attained by a programme. Programmes have to be effective with regard to student retention and throughput rates, especially in relation to race and gender equity. The programme should contribute to enhancing the employability of students and alleviating shortages of expertise in relevant fields, in cases where these are the desired outcomes of the programme.

CRITERION 17: *Student retention and throughput rates in the programme are monitored, especially in terms of race and gender equity, and remedial measures are taken, where necessary.*

Institutional Response:

Criterion 18: *The programme has taken steps to enhance the employability of students and to alleviate shortages of expertise in relevant fields, in cases where these are the desired outcomes of the programme. Annexure 2, dealing with graduates' employment reporting, applies to this criterion.*

Institutional Response:

Criterion 19: *User surveys, reviews and impact studies on the effectiveness of the programme are undertaken at regular intervals. Results are used to improve the programme's design, delivery and resourcing, and for staff development and student support, where necessary.*

Institutional Response:

INSTITUTION :

SUBMISSION IN RESPECT OF : **CANDIDACY PHASE** **ACCREDITATION PHASE**

RESPONDENT NAME / RESPONSIBILITY :.....

SIGNATURE :.....

DATE :