

# **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 regarding same. The SACQSP does not prescribe the format of such documentation, other than requiring submissions to cover the issues listed hereafter, which are described in detail in the published accreditation criteria (Annexure A), and are largely based on the requirements of the Higher Education Quality Committee (HEQC) of the Council for Higher Education (CHE).

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.

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***Institutions entering into the ‘Candidacy Phase’ as defined by the SACQSP / HEQC, should restrict their submission to criterion 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:***

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**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).*

***Institutional Response:***

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**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.*

***Institutional Response:***

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**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:***

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**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:***

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**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:***

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**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:***

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**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:***

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**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:***

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**The following 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:***

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**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:***

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**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:***

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**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:***

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

***Institutional Response:***

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**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 criteria should be adhered to.

***Institutional Response:***

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**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:***

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**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:***

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**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.*

***Institutional Response:***

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**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:***

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**INSTITUTION :** .....

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

**RESPONDENT NAME / RESPONSIBILITY :** .....

**SIGNATURE :** .....

**DATE :** .....