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The South African Council for the Project and Construction Management Professions

— CONSTRUCTING NEW PERSPECTIVES —

**REVISED ACCREDITATION POLICY,
PROCEDURES, EDUCATIONAL
FRAMEWORK AND GUIDELINES**

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FOREWORD FROM THE PRESIDENT

In terms of the Project and Construction Management Professions Act (Act No 48 of 2000), the South African Council for the Project and Construction Management Professions (SACPCMP) is mandated to assess the quality and relevance of qualifications offered by Institutions of Higher Learning through accrediting programmes that they offer which accord with the stipulation of Section 18 of the Act. Accreditation is a mechanism by which mandated professional bodies assure the quality of upstream supply of professionals, in this case the taught programmes of academic Institutions. No profession can sustain its existence without assuring minimum quality standards and a measure of consistency in the education and training of candidates who, with relevant experience, qualify as fully-fledged professional persons.



Mr Isaac Nkosi

President: SACPCMP

Council's vision is for advancement of excellent Project and Construction Management education, as well as those for specified categories that it will prescribe from time to time. This is on the realisation that to attain this, its accreditation process must be guided by an accreditation process that is benchmarked against well-established credible approaches and international criteria. Furthermore, the highest standards of quality in education for Project and Construction Management as well as its allied disciplines cannot be maintained in isolation, but rather in collaboration with other quality assurance bodies such as the Council for Higher Education (CHE) and the South African Qualifications Authority (SAQA).

In line with international standards, mandatory accreditation visits are conducted once every five (5) years, with interim visits conducted as and when required. These visits allow for the evaluation of programmes and for them to be accredited if they meet the requirements towards registration in each of the registration categories prescribed under Section 18 of the Act. Accreditation is in essence a public acknowledgement that the programme meets defined criteria based on the evaluation process. The first five (5) year cycle was completed on 31 March 2017 and thirteen (13) universities had various programmes accredited. The second five (5) year cycle which began on 1 April 2017, will be completed on 31 March 2022.

Council undertakes its own quality assurance primarily through monitoring and evaluation of programmes that it accredits. This is done through the submission of annual reports which are a requirement that is embodied within the Programme Accreditation Policy. As Council, we construe this to be an essential ingredient that serves to confirm that students do indeed have the requisite competencies for eventual registration and practice. The annual reports are subjected to assessments and the outcomes once ratified by Council are formally communicated to the institutions.

This policy document has been a subject of extensive review over a period, arising from the need to improve, refine and better define the processes as well as procedures for implementation and accreditation of programmes that reside under the ambit of SACPCMP. It presents the underlying philosophy and approach that the SACPCMP will adopt in accrediting programmes.

I highly commend this accreditation policy to affected stakeholders for scrutiny and for them to offer constructive feedback they wish to provide to the Council.

Mr Isaac Nkosi

President: SACPCMP

REGISTRAR'S MESSAGE

The Council is mandated to accredit programmes offered by educational institutions, leading to the award of qualifications that are required for registration categories as stipulated in Section 18 of the SACPCMP Act. In addition, it is mandated to conduct accreditation audits of all institutions of higher learning that offer these programmes. It also consults with the Council on Higher Education (CHE) regarding matters relevant to education in Construction and Project Management as well as consult with the South African Qualifications Authority (SAQA) or anybody established by it and voluntary associations to determine competency standards for registration. This requires an elaborate system of auditing and reporting.



Mr Moroka Isaac Matutle
Registrar: SACPCMP

To this end, the Council has developed a revised accreditation policy for the purpose of auditing programmes leading to qualifications in the various categories of registration that fall under the ambit of Council as stipulated in Section 18 of the Act. This policy is therefore the culmination of extensive engagements that were embarked upon with relevant stakeholders who were consulted, as well as various workshops held primarily with the Heads of Department whose programmes are accredited with Council, and with Accreditation Panel Members. As the SACPCMP, we also pride ourselves on having seasoned Programme Accreditation Panel Members comprising both academics as well as industry practitioners. From time to time, we also host accreditation training workshops to entrench the further use and application of the Accreditation Policy.

To improve and enhance the relationship between the Council and institutions whose programmes are accredited, a Heads of Department Forum has been

established, and it meets on an annual basis. This shows a very strong commitment on the part of Council to support accredited institutions in complying with the set accreditation criteria, address issues of common concern and partner in developing programmes that would ultimately promote the professions that would reside under its ambit. Some of these institutions have begun the process of introducing new qualifications, and where deemed appropriate they have been given letters of endorsement. Council welcomes such a development, as it offers the institutions a unique opportunity to develop qualifications that respond to the needs of industry and meet the educational requirements for registration. The actual accreditation process for these new qualifications will only commence after the first cohort of students have graduated from the programme.

The Council has embarked on a consultative process to have a standard and uniform naming convention linked directly to the curriculum content for the qualifications offered by the institutions. Council believes that this must be done not only for its own interests, but also in the public interest. As a regulatory body, Council has an obligation and responsibility to protect the public interest. One way it believes that this can be done is to have a harmonised standardised naming convention. A common understanding by the public which is not attainable through a multiplicity of names for qualifications offered by the various institutions, since those names tend to cause unnecessary confusion.

The Council for the Built Environment (CBE) has supported the SACPCMP's revised Programme Accreditation Policy development. In addition to financial support, the CBE also provided guidance on standardisation, synergy and alignment of accreditation criteria, as well as on consistency in the accreditation policies among the councils for the Built Environment Professions while still considering the unique nature of each profession. Relevant stakeholders including SAQA, HEQC and the VAs were also consulted for their input.

I wish to thank all role-players involved in the development and amendment of this policy. It is due to their hard work, commitment and dedication that the

Council is in a position of auditing programmes in Institutions of Higher Learning. I have no doubt that you will agree that this revised policy signifies that a new era has begun—an era of improving qualifications to ensure that the knowledge and skills of students comply with the minimum levels of competencies required by the SACPCMP in order to eventually register them in any of its registration categories.

Mr Moroka Isaac Matutle

Registrar

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The South African Council for the Project and Construction Management Professions

— CONSTRUCTING NEW PERSPECTIVES —



SECTION 1: PROGRAMME ACCREDITATION POLICY

1.1 Background Information

The South African Council for the Project and Construction Management Professions (SACPCMP) was established through Act no. 48 of 2000, the Project and Construction Management Professions Act¹. The function of this Act is twofold. Firstly, it provides for the registration of professionals, candidates and other registration categories as may be prescribed by Council from time to time which provision is enshrined in Section 18(1)(c) of the Act. Secondly, it provides for the certification and regulation of registered persons whose categories of registration are prescribed under Sections 18 (1)(a), (b) and (c) of the Act. The Act grants Council with, among others, the following powers relating to registration:

- i. Subject to sections 5 and 7 of the Higher Education Act, 1997 (Act No. 101 of 1997), to conduct accreditation visits to any educational institution which has a department, school or faculty offering Project and Construction Management educational programmes. Council must conduct at least one such visit during its term of office. If the Council does not conduct an accreditation visit within that term of office, it must notify the Minister accordingly and provide him or her with reasons for the failure to do so;
- ii. Either conditionally or unconditionally to grant, refuse or withdraw accreditation to all educational institutions and their educational programmes regarding Project and Construction Management;
- iii. To consult with the Council on Higher Education (CHE) established in terms of the Higher Education Act of 1997 regarding matters relevant to education in Project and Construction Management;
- iv. To consult with the South African Qualifications Authority (SAQA) established by the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995), or any such body established by it and the Voluntary

¹ The Project and Construction Management Professions Act No. 48 of 2000 is also referred to in this document as the SACPCMP Act.

- Associations, in order to determine competency standards for the purpose of registration;
- v. To liaise with the relevant National Standards Body established in terms of Chapter 3 of the regulations under the South African Qualifications Authority Act, 1995, with a view to the establishment of a standards-generating body in terms of those regulations;
 - vi. To give advice or render assistance to any educational institution, Voluntary Association or examining body about educational facilities for and the training and education of registered persons and prospective registered persons.

The most relevant sections with regards to Programme Accreditation are firstly, the power to conduct institutional audits and assessments for accreditation of Project and Construction Management programmes, in addition to having the ability to decline or withdraw such accreditation, and secondly, the requirement to consult with SAQA, CHE and CBE in pursuance of accreditation.

The accreditation policy review was initiated by the Accreditation Committee in 2016 and sanctioned by the Council. The new policy builds on the first policy issued in 2011. The objective is to update the existing policy to recognise the increasing technological changes within the Project and Construction Management disciplines, lessons learned from previous accreditation visits and the need to incorporate other programmes that fall under specified categories for registration.

The review process involved a desktop analysis of Project and Construction Management programmes, as well as those that are under specified categories locally, regionally and internationally, to identify dominant themes which are consolidated into a body of knowledge that reflects the socio-economic environment prevailing in South Africa. This was presented to relevant stakeholders who have an interest in higher learning in Project and Construction Management education as well as aligned disciplines that accord with the prescripts of the Act. Given the role of South Africa on the African continent and

beyond, the framework was designed to ensure relevance in other economies with similar socio-economic conditions.

The review took cognisance of changes within the built environment that had to be recognised by the education system, in the categories of registration that reside under the ambit of the SACPCMP

These include:

- i. Changes in education policy
- ii. Regulatory issues affecting the built environment
- iii. Prominence of health and safety, sustainable development and environmental issues and the implications thereof for Project and Construction Management education, as well as aligned disciplines that accord with the prescripts of the Acts.
- iv. Innovation in technology.

1.2 Aims

- i. To define the accreditation policy and underpin the theoretical spectrum upon which the Project and Construction Management profession is built, as well as to ensure that its aligned to accord with the Act is practiced and developed.
- ii. To incorporate ethical norms and conduct within the profession.
- iii. To express best practice in quality assurance as reflected in Council and CHE policies.
- iv. To integrate theoretical knowledge within industry and professional practice to enhance the learning process.
- v. To relate the learning process to professional development and inculcate a culture of life-long learning.

1.3 The Framework

The framework identifies several learning outcomes in Project and Construction Management as detailed in the education framework. The framework provides

a range of learning outcomes in the learning continuum that defines the Project and Construction Management discipline; details of which can be found in the education framework.

1.4 Definition, Concepts and Principles of Accreditation

Construction Management is defined as:

- *The management of the development and improvement of the built environment;*
- *Exercised at a variety of levels from site and project, through the corporate organizations of the industry and its clients, to society as a whole;*
- *Embracing the entire construction value stream from inception to recycling, and focusing upon a commitment to sustainable construction;*
- *Incorporating a wide range of specialist services;*
- *Guided by a system of values demonstrating responsibility to humanity and to the future of our planet; and Informed, supported and challenged by an independent academic discipline CIOB (2010).*

Council takes cognisance of the Chartered Institute of Building (CIOB) definition and, among others, make this a reference point when identifying and recognising programmes for accreditation. To this end, accreditation is defined as *'the assessment of an academic programme, department or institution against a predetermined set of requirements and standards to ensure competency and desired professional conduct among the graduates.*

Accreditation is defined as *the assessment of an academic programme, department or institution against a predetermined set of requirements to ensure competency and desired professional conduct among the graduates.*

In the context of the Project and Construction Management Professions Act No. 48 of 2000, 'accreditation' means recognition by the Council of those educational programmes offered by educational Institutions of Higher Learning relating to the Project and Construction Management professions, after the process of evaluation. In a nutshell, accreditation offers the following benefits:

- i. It ensures the protection of public interest by guaranteeing competent and ethically oriented professionals.
- ii. It acts as a quality assurance tool to programme providers.
- iii. It performs an oversight role to Government.
- iv. It ensures a standard benchmark for evaluating similar programmes.
- v. It secures greater employment mobility for programme graduates.

Accreditation may be mandatory or voluntary in approach. As far as Council is concerned, a mandatory accreditation process is favoured, as there is a need to ensure compliance with the SACPCMP Act. Other motivations for mandatory accreditation are the need for national compatibility, and greater collaboration among institutions nationally, regionally and internationally.

It should be noted that Registered Persons should participate in the accreditation process in order to signify the importance of collaboration between the institutions and the industry to make it easier for graduates from accredited programmes to enter the job market. In South Africa, particularly in the Project and Construction Management professions, this is widely supported by the SACPCMP Act.

Accreditation generally works on the following principles:

- i. The unit being accredited, as well as its programme, department or faculty must be clearly identified.
- ii. The process is consultative and peer-driven.
- iii. The process may include requests from the programme provider, an accreditation visit and an accreditation decision.

- iv. The decision (as indicated at iii above) is valid for a cycle and differentiates full accreditation from provisional accreditation and re-accreditation.

1.5 Application of the Legal Framework

The main legislative Acts that govern the accreditation of academic and professional programmes in the Project and Construction Management professions as well as its aligned professions that accord with the prescripts of Section 18(1)(c), are the South African Qualifications Authority Act No. 58 of 1998 (SAQA Act No. 58 of 1995), the Higher Education Act No. 101 of 1997 and the Council for the Built Environment Act No. 43 of 2000. These Acts discuss pertinent issues that guide and empower SAQA, the Council on Higher Education (CHE) and CBE and are discussed below.

1.5.1 South Africa Qualifications Act No. 58 of 1995 (SAQA Act)

This Act delineates the functions of the South Africa Qualifications Authority as including the following:

- i To oversee the development of the National Qualifications Framework (NQF);
- ii To formulate and publish policies and criteria for (a) the registration of bodies responsible for establishing education and training standards or qualifications, and (b) the accreditation of bodies responsible for monitoring and auditing achievements in terms of such standards or qualifications;
- iii To oversee the implementation of the NQF, including (a) the registration or accreditation of bodies referred to in paragraph (ii) above, (b) the assignment of functions to them; (c) the registration of national standards and qualifications; (d) steps to ensure compliance with provisions for accreditation; and (e) steps to ensure that standards and registered qualifications are internationally comparable;

- iv To advise the Minister on matters affecting the registration of standards and qualifications; and
- v To be responsible for the control of the finances of SAQA.

The other function provides the legal basis supporting accreditation of programmes by the Council and lays down the framework for co-operation with SAQA.

1.5.2 Higher Education Act No. 101 of 1997

The Higher Education Act outlines the functions of the CHE as, among others:

- i. To provide advice to the Minister on any aspect of higher education;
- ii. To promote quality assurance in higher education;
- iii. To audit the quality assurance mechanisms of higher education institutions and accredit programmes of higher education.

In discharging the functions related to quality assurance (ii and iii above), the CHE is required to establish a Higher Education Quality Committee (HEQC) which is answerable to SAQA and can delegate any quality promotion and quality assurance functions to other appropriate bodies capable of performing such functions. This is where the role of the Council in the accreditation process comes in.

1.5.3 Council for the Built Environment Act No. 43 of 2000

The most applicable functions of the CBE with regard to accreditation is outlined in the Council for the Built Environment Act No. 43 of 2000 as follows:

- i. to ensure the consistent application of policy by the Councils for the Built Environment Professions (CBEP's) with regard to accreditation, the registration of different categories of registered persons, key elements of competence testing of registered persons, and codes of conduct to

- be prescribed by the CBEPs for the professions that reside under the ambit of the registration categories;
- ii. the recognition of Voluntary Associations for the built environment professions, by approving the framework for that recognition submitted by the CBEPs, taking due cognisance of the characteristics of each built environment profession, and
 - iii. in consultation with CBEPs, to obtain recognition for the councils for the professions as bodies responsible for the establishment of education and training standards in terms of the SAQA Act.

This implies that the CBE must, in addition to other duties, support and delegate accreditation of programmes to the Council where Project and Construction Management professions are concerned.

1.5.4 Skills Development Act No. 97 of 1998

The Skills Development Act of 1998 has enabled the restructuring of technical programmes in order to accommodate the greater numbers of trained people required by the country. This has led to the introduction of the Sector Education and Training Authorities (SETAs), which are accredited by SAQA. At a higher level, however, the Council implements accreditation in order to protect the public interest and ensure compliance with the national policy and legislation.

1.5.5 The National Qualifications Framework Act 2008

The National Qualifications Act provides for the creation of quality councils for post basic education. It also recognizes SAQA as the overarching authority in charge of the development and implementation of policy and criteria to recognise professional bodies and designations, *inter alia* other statutory and non-statutory bodies. The professional bodies must, however, co-operate with the quality councils to ensure quality assurance is achieved.

The quality Councils include Umalusi (for general and further education courses), CHE (for Higher Education) and the Quality Council for Trades and Occupations (QCTO) (for trades and occupational qualifications).

1.6 The Higher Education Qualifications Framework (HEQF)

The Higher Education Qualifications Framework (HEQF) as published in Government Gazette Notice of 2007 unified the qualifications for all tertiary institutions in order to promote the articulation and transfer of students across the levels. The framework also addresses the issue of standards setting and quality assurance and mandated the CHE with the responsibility of generating and setting standards for all higher education qualifications and ensures that they meet SAQA criteria for registration as national qualification. The framework also noted that professional degrees could be designed with collaboration of the professional councils.

1.7 The Revised Higher Education Qualifications Sub-Framework (HEQSF)

The revised Higher Education Qualifications Sub-Framework (HEQSF) was gazetted in 2014. The aim was to address the shortcomings identified in the HEQF. The HEQF was more focussed on articulation of programmes across institutions. The Framework had challenges relating to inconsistencies and gaps in qualifications, particularly in relation to labour market expectations, module credits, articulation pathways and international comparability. The aim of the HEQSF is to incorporate new qualifications to address the emerging knowledge and skills to revamp the higher education system as well as improve accessibility.

1.8 Rationale

The motivation for accreditation of programmes is fourfold, namely:

- i. the need to ensure acceptable quality of programmes;

- ii. the need to ensure that academic programmes have established mechanisms that can yield reliable information for programme planning, self-evaluation, external evaluation and public reporting;
- iii. the need to validate institutional information on effectiveness of programmes;
- iv. the need for peer and expert review of programmes to ensure consistency and enhance credibility (Higher Education Quality Committee, 2004a; Higher Education Quality Committee, 2004b).
- v. The Higher Education Quality Committee (2004a) requires that quality management for education programmes must ensure that the institution has systems, strategies and resources in place to take care of quality assurance, support, development and enhancement, in addition to monitoring and evaluation.

1.9 Principles

Currently there are five prescribed registration categories under Section 18 of the SACPCMP Act and these are:

- a. Professional Construction Manager;
- b. Professional Construction Project Manager;
- c. Candidate Construction Manager;
- d. Candidate Construction Project Manager;
- e. Professional Construction Health and Safety Agent
- f. Construction Health and Safety Manager
- g. Construction Health and Safety Officer
- h. Professional Building Inspectors

- i. Certified Building Inspectors or
- j. Other Specified categories that may be prescribed by Council from time to time.

It must be emphasised that a person may not practice in any of these categories unless registered in that category, and that a person registered in the category of '*candidate*' must perform work under the supervision, tutelage and guidance of a professional registered in the same category as that of the candidate.

A person applying for registration as a candidate in whatever category is required to have satisfied the education outcomes as determined by the Council (that is, having passed accredited or other recognised examinations at any educational institution offering relevant educational programmes in Project and Construction Management, as well as any other examination that may be determined by the Council), among other requirements.

Registration in the professional category requires a demonstration of competence as measured against standards determined by the Council for the relevant category of registration, in addition to passing any additional examinations that may be determined by the Council, among other requirements.

The above emphasizes the importance of having the appropriate educational background in order for a professional to fit into any of the above categories of practice. In order for the education programmes to deliver the correct outcome, the Council must put in place credible measures for the accreditation of programmes by institutions. It is in this regard that the role of the Accreditation Committee is to provide the following services:

- i. To determine the equivalence of external awards in Project and Construction Management profession as well as its aligned professions that accord with the prescripts of Section 18(1)(c) of the SACPCMP Act in liaison with SAQA and CHE;

- ii. To explore avenues to create enriching programmes in the Project and Construction Management profession, as well as its aligned professions, that accord with the prescripts of Section 18(1)(c); and
- iii. To assess programmes for relevance and quality after a thorough audit of modules and learning infrastructure of educational establishments.

For their part, the educational establishments are required to provide accreditation documents to the committee, permit accreditation visits by the committee and pay the accreditation fees as determined by the Council.

1.10 Key Requirements

Programmes are required to show clear policies that promote principles that are consistent with the Project and Construction Management profession as well as its aligned professions that accord with the prescripts of Section 18(1)(c) of the SACPCMP Act. The key requirements assessed during the programme accreditation visits must be in line with the following policies:

- i. **Programme administration and governance:** This aims at ensuring overall credibility in the organisation and management of programmes in registration categories as stipulated under Section 18 of the SACPCMP Act.
- ii. **Student support and success:** With reference to the Higher Education Quality Committee (2004), the programme must ensure that it has adequate infrastructure, adequate staffing levels and regular review of academic support services for the programmes offered.
- iii. **Teaching, learning and pedagogies:** Policies on teaching, learning and pedagogic skills must be integrated with legislation and technology which is geared towards inclusiveness, sustainability, and innovativeness. This implies proper record-keeping for all courses and/or programmes offered; continuous review of the programmes in line with the mission, vision and strategic plan of the institution; impressive student success rates; and clear allocation of various responsibilities for the whole programme.

- iv. **Student assessment:** Student assessment must be done in a manner that enforces integrity, proper quality assurance and commitment to the acquisition of skills and knowledge.
- v. **Work-based learning or practical training:** Programmes are required to integrate practical training or work-based learning with theoretical knowledge, as this ensures not only the relevance of training to the industry needs, but also the students' exposure to a work environment.
- vi. **Progression to post-graduate studies, programme output (graduation) and impact (placement in the workplace):** Records should give a clear feedback on the overall effects of the programme.
- vii. Programmes are required to show clear policies that promote those principles that are consistent with the Project and Construction Management profession, as well as with those aligned professions that accord with the prescripts of Section 18(1)(c) of the SACPCMP Act.

1.11 General Procedure and Protocol

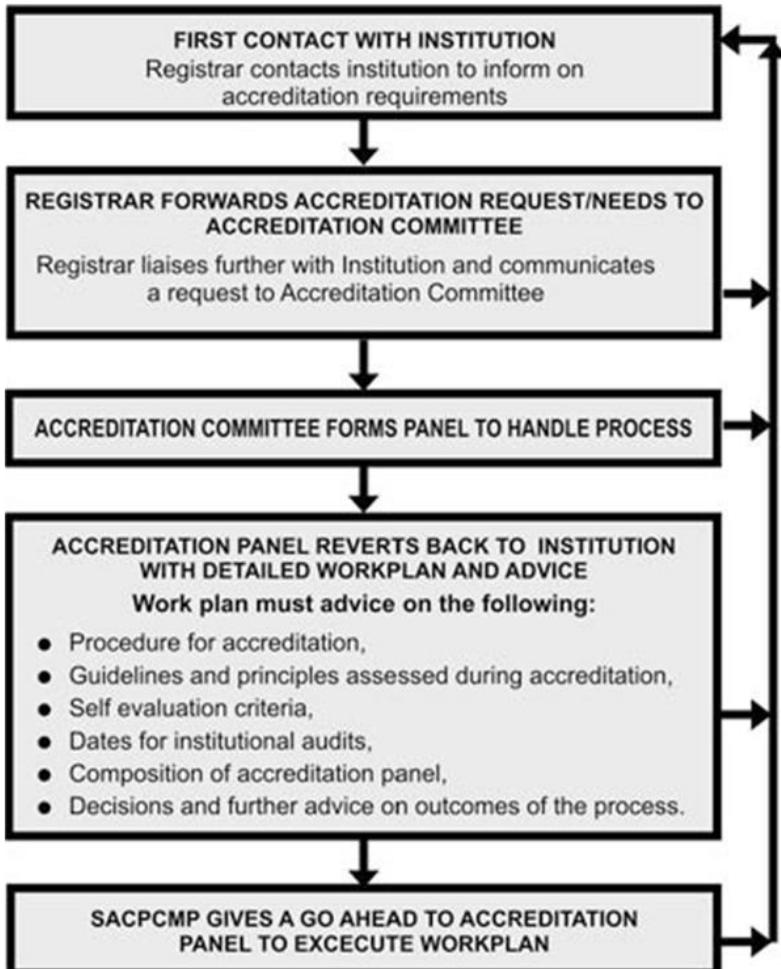
The Programme Accreditation Policy for the accreditation of programmes is initiated by the SACPCMP.

The Registrar communicates with the Institutions regarding the requirement, and forwards a request to the Accreditation Committee, which meets to agree on the associated timing and work plan. The work plan for the accreditation process must include a step of reverting to the Institution with advice on general guidelines and principles for accreditation, self-evaluation criteria and the accreditation process details.

The Panel presents an Interim Report during the accreditation visit and will thereafter make recommendations to Council for a decision. The interim feedback report covers the key areas of strengths and gaps observed by the panel from the evidence presented. It must be noted that this feedback does not constitute the final report. The final official report will be issued after Council has considered the recommendations of the Panel. The final report which will supersede this interim report will be issued by Council after the full plenary of

Council. Figure 1 below outlines the general procedure for the programme accreditation process.

Figure 1: General Procedure for Accreditation Process



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SECTION 2

ACCREDITATION PROCEDURE AND PROCESSES

SECTION 2: ACCREDITATION PROCEDURE AND PROCESSES

2.1 Introduction

This section explains the administrative processes, procedures and categories for accreditation of programmes as stipulated under Section 18 of the SACPCMP Act. It serves as a standard against which the eligibility of graduates is evaluated in different disciplines.

'Accreditation' in this case implies formal recognition by the Council through a quality assurance procedure that meets the guidelines Figure 1 on page 26. The overarching aims of accreditation are:

- i. Public identification of programmes that produce graduates with the appropriate technical capabilities and required competencies in registration categories as stipulated under Section 18 of the SACPCMP Act.
- ii. Certification to SAQA, CHE and other government/quasi government bodies to ensure competence, reduced risks and safety.
- iii. A firm guarantee to prospective students and graduates that programmes are of an acceptable quality level.
- iv. A basis for international comparability, reciprocal recognition, and graduate mobility.
- v. Consultative feedback on the design of programmes to ensure continued reliability and relevancy to the needs of registration categories as stipulated under Section 18 of the SACPCMP Act.

The accreditation criteria and self-assessment guidelines provide a consistent theme and the basis upon which programme providers are required to submit documentation for evaluation by the accreditation panel.

The required documentation procedures are simplified to minimise the complexity of the compilation task or any unnecessary duplication of effort, and to maximise the effectiveness of the information sought.

2.2 The Basis of Accreditation

A credible education programme in the registration categories as stipulated under Section 18 of the SACPCMP Act must be sequential, specifically in disciplines with unique outcomes.

This means that the programme must incorporate multiple delivery options, with each option representing a separate implementation pathway. This is clearly embraced in the Educational Framework and subsequent documents explaining accreditation criteria guidelines for accreditation and self-assessment. In these documents, multiple career pathways are outlined to achieve the different levels of competencies required in the registration categories as stipulated under Section 18 of the SACPCMP Act.

The levels at which the programmes are accredited are outlined in Figure 1 on page 26. During accreditation the programmes are not ranked, or merit graded, but accredited or not accredited.

The following key attributes/principles are evaluated during accreditation:

- i. Detailed specification of educational outcomes set for the programmes' broad objectives and a detailed range of capabilities targeted for graduates.
- ii. Encouragement of innovation by reducing to a minimum the prescriptive measures for the attainment of required programme outcomes. The primary focus of accreditation will therefore be on the intent and the demonstrated competencies required in practice for the registration categories as stipulated under Section 18 of the SACPCMP Act.
- iii. Accreditation should be geared towards the promotion of best practice in industry and academia. As a result, accreditation of programmes may be followed by a request by the Council to the educational provider to

- give permission for examples of good practice to be communicated to the CHE, SAQA or the Department of Higher Education.
- iv. Educational providers are required to initiate and maintain independent interactions with industry role players and organisations.

2.3 Accreditation Processes

The accreditation process has two phases: being the candidacy phase and the accreditation phase. Existing programmes are required to undergo a reaccreditation process.

The accreditation process commences with a formal enquiry from programme providers to the Council. The Registrar of the Council then invites the programme providers to a consultative meeting where programme details and the accreditation process are explained.

After the consultative meeting, the Council provides the programme providers with the necessary literature and information pack containing the following:

- i. the policy, procedures and processes for programme accreditation;
- ii. self-evaluation criteria for programme accreditation;
- iii. forms for programme evaluation.

The programme provider fills in the form and reverts to the Council. The Registrar forwards the application to the Accreditation Committee, which constitutes an accreditation panel.

The panel meets to appoint a team leader to carry out the following:

- i. evaluation of the documents provided;
- ii. setting of an accreditation site visit date;
- iii. site visit and final decision.

Depending on the decision reached, the process may move on to the post accreditation, monitoring and closure phases.

2.3.1 Candidacy Phase

It is emphasised that under the Higher Education Qualifications Framework, the programme providers must first seek registration of the programme with the CHE. The SAQA Act also provides for broad-based consultations with SAQA before rolling out the programme. Only after registration with CHE can the Council embark on accreditation of programmes. Once the programme has been registered with the CHE, the institution can apply, with supportive evidence, for recognition of the programme for candidacy by Council.

2.3.2 Accreditation Phase

In the accreditation phase the education providers must carry out the following steps:

- i. demonstrate that they conform to the accreditation policy and guidelines of the CHE and the SACPCMP Council during the candidacy phase. The accreditation process of the programme follows after the graduation of the first cohort of students;
- ii. complete a self-evaluation document in line with the accreditation framework document.

The accreditation evaluation panel undertakes a site visit in consultation with other stakeholders in the built environment and the education programme provider. The aim is to make joint visits with other accreditation bodies where possible.

Upon evaluation of the presentation and site visit, the accreditation evaluation panel makes a decision to grant programme accreditation status, or they can make other appropriate decisions. Such a decision must be accompanied by a report outlining suggested improvements for and concerns about the programme.

New programmes will be accredited as follows:

Table 2.3.2 Cycle of Accreditation for all registration categories as stipulated under Section 18 of the SACPCMP Act

Programme	NQF	Accreditation Period
Higher Certificate	5	5 years
Advanced Certificate Diploma	6	5 years
Advanced Diploma Bachelor's degree	7	5 years
Bachelor's Honours degree Postgraduate Diploma	8	5 years
Master's degree Master's degree (Professional)	9	5 years
Doctoral Degree Doctoral Degree (Professional)	10	5 years

2.4 Accreditation and Re-accreditation of Qualifications

At the end of the accreditation cycle, the Council will contact institutions to request submissions for re-accreditation.

Table 2.4.: Accreditation Decisions

Decisions	Interpretation
Commend, accreditation/re-accreditation status granted	All the minimum standards for accreditation/re-accreditation are fully met and the programme has demonstrated appropriate practices and innovation.
Needs improvement, provisional accreditation/re-accreditation granted subject to conditions	Programme did not comply with all the minimum standards. Full accreditation/re-accreditation will only be granted upon the institution addressing the weaknesses identified.
Does not comply, accreditation/re-accreditation not granted	Programme did not comply with the majority of minimum standards for accreditation/re-accreditation. The programme is placed on a support and guidance system for a specified period.

The decision of the accreditation/re-accreditation panel will be accompanied by reports detailing decisions, concerns and suggestions on the programme. The interim report will be presented on site, while a full report will be available within four weeks after the site visit.

2.5 Post-Accreditation and Monitoring

The programme provider will be expected to submit regular reports on key issues such as student admission, staff movements, policy and programme changes and research. This will be submitted on a standard template accompanied by supportive evidence. The reports will be assessed by the Accreditation Committee or Registrar.

2.6 Monitoring and Evaluation

The programme provider will be expected to submit regular reports on the issues highlighted as requiring attention during programme accreditation. This will be done on a standardised template accompanied by self-evaluation criteria. The reports will be assessed by the Accreditation Committee or Registrar. Should there be issues of concern, it would then be decided what interventions are necessary. The Accreditation Committee will make recommendations on interventions that are deemed necessary for approval by Council before this is communicated to the concerned institution.

2.7 Appeal

Education providers may appeal a decision taken by the accreditation panel, should they feel aggrieved by it. All appeals should be submitted in writing to the Registrar of the Council within 30 working days of receipt of the full accreditation report.

The appeal should be formulated in such a manner that the decision to appeal is clearly articulated and motivating reasons presented as to why the verdict should be reconsidered. The Council will consider the merits of the appeal and make an informed decision within sixty (60) days of the lodgement of the appeal.

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— CONSTRUCTING NEW PERSPECTIVES —

SECTION 3 EDUCATIONAL FRAMEWORK

SECTION 3: EDUCATIONAL FRAMEWORK

3.1 Background to educational framework

3.1.1 Categories

The Council has various categories of registrations stipulated in Section 18 of the SACPCMP Act. The distinct educational requirements for these categories relate to the following accredited qualifications in the built environment: being the Diploma, Advanced Diploma, and Bachelor's Degree, Bachelor's Honours Degree, Master's Degree or Doctorate/PhD.

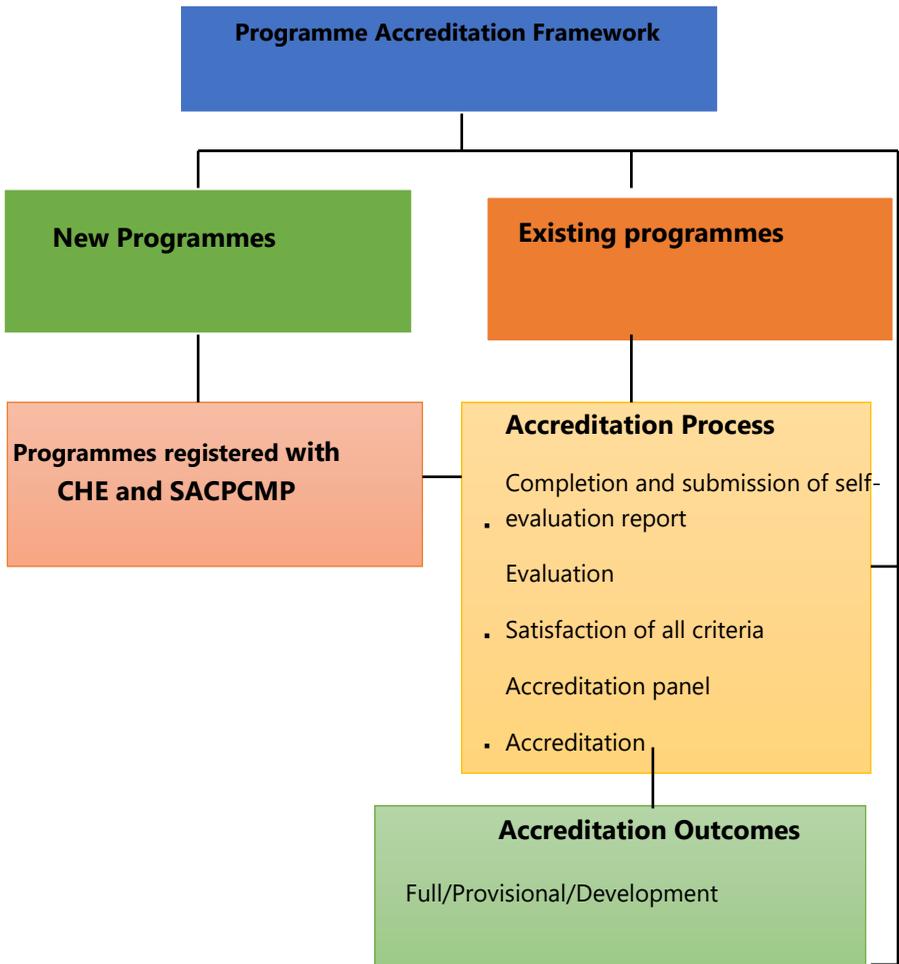
3.1.2 Changes in policies

The accreditation of programmes is only limited to the registration categories as stipulated under Section 18 of the SACPCMP Act. This is in line with the need to avoid duplication, as the other programmes in the built environment are accredited by other respective councils.

In doing this, the Council recognises the roles of other bodies such as SAQA, CHE and HEQF, particularly with regards to the (newly legislated) NQF Act of 2008. In terms of the Higher Education Act of 1997, the CHE was in charge of quality assurance via firstly institutional audits to evaluate capacities, or secondly by programme accreditation after the unit standards had been registered with SAQA.

Under the new arrangement, the educational providers are required to visit the CHE for evaluation before registering the unit standards with SAQA. The CBEPs which includes the SACPCMP, can still register the programmes under advisement from CHE. This is important in the sense that the CBEPs are able to focus on the primary function of advising the CHE and the educational providers on the curricula and content issues of the programmes. As the CBEPs may have capacity to undertake accreditation in the built environment, they will continue to offer accreditation of programmes under the advise of the CHE.

Figure 2: Accreditation Framework



3.2 Framework Requirements

From the foregoing it will be evident that an appropriate educational framework must be able to satisfy the following:

- i. Acquisition of core knowledge in addition to the support of industry;
- ii. Required skills essential in the operation of a registered person in a specific discipline/profession;
- iii. Inclusion of a diverse range of specialisation in the built environment to ensure continued relevance of the Council to prospective applicants who desire to be registered, assuming that they have the qualifications in that field;
- iv. The integration of ethical responsibilities and best professional conduct required of a person;
- v. Development of important learning and personal attributes as required of registered persons;
- vi. Development of outward-looking professionals rich in social values in the management of projects.

3.3 Focus

The educational framework will focus on learning outcomes structured according to different levels of qualifications. In the first five levels under the newly revised HEQSF (levels 6, 7, 8, 9 and 10), the qualifications are assessed according to the subject knowledge classification area (that categorises subjects as industry-related, support or core). The Council will focus on the assessment for accreditation of programmes leading to a Diploma, Advanced Diploma, Bachelor's Degree, Bachelor's Honours Degree, Postgraduate Diploma, Master's Degree/Master's Degree Professional or Doctoral Degree/Doctoral Degree Professional. Special considerations may be given to lower tier qualifications at

NQF 5 and may be treated as foundations for articulation into other higher qualifications.

3.4 Evaluation Components

At each level the key components evaluated will be the effectiveness relating to the objectives and course descriptors which reflect on content in technical and industry-related subjects, specialised skills subjects, and management-related subjects.

In as much as these levels are distinct from one to another, the boundaries must be flexible enough to ensure that programmes develop their own independent identities. It is also expected that the levels will be progressive in nature, to ensure that the skills and competency levels are indicative of the educational framework levels achieved. Courses have to be designed within the framework, so that they will satisfy the accreditation panel and achieve the required academic objectives. The details of other principles necessary to ensure this are discussed under accreditation requirements and self-evaluation criteria (see Sections 4 and 5).

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SECTION 4 EDUCATIONAL THEMES AND LEVELS

SECTION 4: EDUCATIONAL THEMES AND LEVELS

4.1 Introduction

The Project and Construction Management Professions in South Africa are defined by the SACPCMP Act No. 48 of 2000. The Council is a major stakeholder in the development of the profession and the education framework is the underpinning principle. The framework covers NQF levels 6 to 10 and is a reference point for institutions of higher learning who wish to review existing programmes and /or the design of new programmes. Council accredits programmes in institutions of higher learning that demonstrate the highest quality standards to satisfy the needs of the discipline, the country and the society at large.

The following themes have been identified through a consultative process as key pivotal areas for the development of the Project and Construction Management Professions and for the registration of professional categories as stipulated in Section 18 of the SACPCMP Act:

- Construction Technology
- Construction Management
- Construction Environment
- Sustainable Construction
- Construction Research Innovation
- Construction Health, Safety and Welfare

The themes that describe the Project and Construction Management body of knowledge may be incorporated in programmes as modules or sub-modules. However, Council does not prescribe how the themes should be designed into the programme. The institutions have a discretion in deciding when and how which themes may be used, and the extent of coverage of the modules when reviewing or designing curriculums. This should allow versatility in programme design to align with an institution's vision and mission. Institutions are encouraged to benchmark their programmes with similar institutions locally and internationally. The educational framework guidelines suitable for attainment of

qualifications that allow for registration as a professional or candidate are as follows:

Table 4.1: NQF levels

Qualification	NQF levels	Credits
Higher Certificate	5	120
Advanced Higher Certificate Diploma	6	240/360
Advanced Diploma	7	120
Bachelor's degree	7	360/480
Honours degree	8	120
Postgraduate Diploma	8	120
Master's degree	9	180
Master's Degree (Professional)		
Doctorate	10	360
Doctorate (Professional)		

4.2 Naming Nomenclature

The naming of qualifications must be consistent and conform to the requirements of the both the CHE and SAQA policies. The Council requires that the naming of qualifications must have relevant qualifiers to indicate the field of specialisation aligned and or recognised by SACPCMP.

4.3 Educational Themes

The requirements relating to educational themes are as follows:

Table 4.3.1: Construction Technology

Sub-theme	Level 6	Level 7	Level 8
Construction design and construction processes	Demonstrate knowledge and understanding of the principles, functional and performance requirements of simple designs and the standards and regulations relating to construction technology and processes.	Apply knowledge and principles to construction design and construction processes to achieve functional and performance requirements.	Appraise the principles of construction design and construction processes for functional and performance requirements and advise on alternative solutions in relation to functional elements and performance.
Site Analysis	Demonstrate knowledge of site analysis techniques and explain basic geodetic principles.	Apply geodetic principles for sites required for construction projects.	

Materials and components	Demonstrate knowledge of various components and materials used in construction, their properties, their performance characteristics and their ecological footprints and environmental impact.	Apply the knowledge on properties and performance characteristics of materials and components and describe the conditions under which they are used in construction.	Advise on the use of materials and components based on the construction design and performance requirements to ensure sustainable use and environmental awareness.
Quantification and specification of construction	Demonstrate knowledge of principles of measurement, quantification and specification of construction work.	Apply knowledge of principles of measurement, quantification and specification of construction work.	Evaluate principles of measurement, quantification and specification of construction work.
Services management	Demonstrate an understanding of the functional requirements of services in construction designs.	Apply the knowledge of functional requirements of services in construction designs and their technological characteristics.	Appraise the functional requirements of services in construction designs and awareness of sustainability impacts.
Structural Stability	Demonstrate knowledge of different types of construction elements and a	Apply knowledge to appreciate structural stability of various construction	Appraise structural stability principles to construction elements, using scientific codes, norms and standards.

	basic understanding of structural stability.	elements, using scientific codes, norms and standards.	
Engineering Technology and operations	Demonstrate understanding of techniques operational in engineering structures.	Apply techniques operational in engineering structures.	Evaluate techniques operational in engineering structures.

Table 4.3.2: Construction Management

Sub-Theme	Level 6	Level 7	Level 8
Management Processes	Demonstrate knowledge of management principles as they relate to construction processes.	Apply knowledge of principles of management to construction process.	Appraise management principles used to provide solutions to problems of management in construction processes.
Resource Management	Demonstrate knowledge and understanding of the principles of human resource management, and of plant and equipment management used in the construction process.	Apply knowledge of principles of resource management to the construction processes.	Evaluate different resource management principles in relation to construction processes.

Planning and Scheduling of Construction projects	Demonstrate knowledge of principles of time, cost and resource management in construction.	Apply knowledge to plan and control time and cost of construction processes.	Appraise and apply different planning and control techniques for complex construction processes.
Documentation	Demonstrate knowledge of various documents used in construction and their interpretation for effective communication.	Apply knowledge of various documents used in the construction processes for effective management.	Advise on the use of various documentation and the circumstances
Operations Management	Demonstrate knowledge of tools of operations management.	Apply tools of operations management to construction.	Appraise and solve problems in the operations management and relations to construction processes

Table 4.3.3: Construction Environment

Sub-theme	Level 6	Level 7	Level 8
The structure and stakeholders in the construction industry	Demonstrate of an understanding of the structure of the construction	Appreciate the role the industry plays in socio-economic development.	Appraise the impact of socio-cultural dimensions in the built environment.

	industry and its stakeholders.		
Legal Environment	Demonstrate an understanding of the legal principles systems that affect the construction industry.	Apply knowledge of the principles of the legal systems in the construction environment.	Advise on the various legal systems that affect the construction processes.
Economic Principles and Financial Management	Demonstrate knowledge of micro and macro-economic principles as well as financial management principles.	Apply the principles of micro and macroeconomics and financial management to the construction industry and processes.	Appraise micro and macro-economic principles and financial management principles to the construction industry and construction processes.
Supply Chain management and Procurement	Demonstrate knowledge and understanding of the supply chain management and procurement process, including tendering.	Apply supply chain management and procurement principles and describe procurement routes in the construction processes.	Evaluate supply chain management and procurement principles, and provide solutions to challenges in relation to financial, legal and policy aspects.
Business Development	Demonstrate knowledge of business management in construction.	Apply business principles in construction.	Evaluate business principles in the construction environment.
Socio-cultural management	Demonstrate awareness of a range of ethnic	Apply ethical considerations in the built	Analyse the role and value of openness, transparency and

	diversity and cultures in the construction industry.	environment in the workplace on site, and construction processes in relation to various stakeholders in the project and the industry.	accountability. Balance between confidentiality, commercial sensitivity and value of openness.
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Table 4.3.4: Sustainable Construction

Sub-theme	Level 6	Level 7	Level 8
Aspects of sustainability	Demonstrate knowledge and understanding of all aspects of sustainability, e.g. social, technical, environmental and economic.	Apply knowledge of sustainable principles in the construction industry and construction processes.	Analyse the main sustainability principles and how they impact on construction processes and industry.
Legislation and Policy	Demonstrate an understanding of legislation and policy for sustainability	Appreciate the legal and policy requirements for sustainability and impact on the construction industry.	Evaluate legal and policy dimensions with regards to sustainability and the construction industry.
Pollution Management and techniques	Recognise the sources of pollution generally, and those generated by the construction industry.	Apply appropriate techniques to minimise pollution passively and actively as used in the construction industry.	Evaluate techniques of minimisation of pollution and the trade-off between costs and benefits.

Waste management	Demonstrate an understanding of the sources of waste in the construction processes.	Develop and apply policies to minimise waste construction processes.	Evaluate techniques available to minimise waste in the construction processes.
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Table 4.3.5: Construction Health, Safety and Welfare

Sub-theme	Level 6	Level 7	Level 8
Legislation and Regulations	Demonstrate knowledge of legal and regulatory environment of CH&S applicable to design and construction.	Apply CH&S knowledge and principles to projects and organisations.	Evaluate CH&S in projects and organisational principles.
Organizational Structure of CH&S for Projects and Organizations	Demonstrate understanding of the structure of CH&S to include personnel, documents and equipment.	Apply CH&S structure to projects and organisation.	Evaluate CH&S structure for projects and organisations.
CH&S management	Demonstrate knowledge of CH&S management tools and techniques,	Identify and manage both potential and actual CH&S wellbeing hazards and risks.	Evaluate CH&S management procedures relating to projects and organisations.

	wellbeing techniques and training.		
CH&S culture	Demonstrate knowledge of management of wellbeing, safety, and culture in construction.	Apply principles of organisational and project CH&S wellbeing, culture and practice.	Evaluate organisational and project CH&S, wellbeing, behaviour and culture in design and construction processes.

Table 4.3.6: Construction Research and Innovation

Sub-theme	Level 6	Level 7	Level 8
Mathematical, Statistical and Scientific Models	Demonstrate knowledge of mathematical, statistical and scientific models useful in construction.	Apply knowledge of mathematical, statistical and scientific models useful in construction.	Use mathematical, statistical and scientific models to solve problems of construction process and research.
Information Technology	Demonstrate knowledge of information technologies.	Apply information technologies in construction processes.	Use information technologies to solve problems in construction.

<p>Research</p>		<p>Demonstrate basic understanding of research.</p>	<p>Identify a contemporary construction management issue. Select appropriate research methodologies and apply to the identified problem, while adhering to ethical standards. Analyse, synthesize and evaluate key issues affecting construction processes or industry.</p>
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4.4 Master’s degree level, NQF Level 9

Table 4.4.1: Master’s Programmes, NQF Level 9

Learning Outcomes	Indicative Range of Subjects
<p>The examination of the characteristics of the built environment and the construction industry and the role it plays in the national and international environment.</p>	<p>The built environment and the construction industry as a catalyst for social and economic development and relationships with the natural environment. The composition and characteristics of the construction market.</p>
<p>Critically analyse the management of the construction process taking into cognisance</p>	<p>Construction process through the whole project cycle. Complex issues arise from operational, resources and time/cost optimisation.</p>

<p>the environmental, economic and social impacts within a national context.</p>	
<p>Examination of the legal environment as it relates to the construction industry.</p>	<p>Discipline and professional regulations. Legislation and regulation for development. Contracts, violation of the law (delicts), and health and safety. Recognising the complex relationships between legal relationships among stakeholders.</p>
<p>Analyse and understand anatomies of construction organisations and relate to their roles and responsibilities within the broader economy.</p>	<p>Organisational structural analysis with regards to resource allocation. Policies and corporate culture towards business acumen and development.</p>
<p>Analyse organisational and management processes in relation to achievement of their objectives.</p>	<p>Integrating risk management and assessment into the decision-making process.</p>
<p>Analyse, critically appraise and perform complex decision-making and associated risk management in directing construction processes to achieve desired outcomes.</p>	<p>Identifying the need for change and embracing change management models.</p>

<p>The performance of advanced construction and project management skills through the whole project cycle.</p>	<p>Achievement in the context of a real or simulated project, based on a case study. Could include project/role definition, feasibility studies and appraisals, market research and location factors, strategic procurement decisions, team selection, target setting, operational/production control, decision-making, problem solving, feedback, analysis, subsequent action.</p> <p>Project factors will include stakeholder negotiations, time/cost value, plan/programme, resource, production, health and safety, quality, human resources, environment and sustainability.</p>
<p>Performance of high-level planning and programming skills</p>	<p>Planning of complex project/multiple project scenarios, project scope and definition, assembly of data, use of method statements, programme, resource levelling, contingencies, updating. Bar/Ghantt charts, critical path networks, and information technology techniques.</p>

Table 4.4.2: Research Option, NQF Level 9

<p>Learning Outcomes</p>	<p>Indicative Range of Subjects</p>
<p>Research on contemporary construction management issues.</p>	<p>Recognise challenges from the environment, the project cycle and techniques.</p>
<p>Select and apply appropriate ethical research methodologies and follow research protocols.</p>	<p>Present arguments in a logical manner with scientific evidence and enough depth and rigour.</p>
<p>Analyse, synthesize and evaluate key issues affecting the built environment.</p>	<p>Offer solutions to the development of the discipline and the profession, recognising the immediate socio-economic environment and the wider society.</p>

4.5 Doctoral programmes, NQF Level 10

Doctoral study must develop students to be researchers at the highest skills levels so that they may become creative, critical and independent individuals who will advance the boundaries of research. Through the process of doctoral study, the student must be provided with opportunities to develop a range of skills to a very advanced level. These skills relate both to the research process itself and to broader professional training and development that include and not limited to:

- research skills and awareness;
- ethics and social understanding;
- communication skills;
- personal effectiveness/development;
- team-working and leadership;
- career development;
- entrepreneurship and innovation;
- relevance to project and construction management, the construction industry and the South African environment.

4.4.1 Principles for doctoral studies

The core and essential component of doctoral study remains the advancement of knowledge through original research—a fundamental societal value, based on freedom of enquiry, the fostering of innovative and critical thinking.

This framework commits institutions, candidates and other stakeholders to the highest standards of research in the provision of doctoral studies, and must be guided by the following principles:

- The core of doctoral study must be a critical and deep analysis of the research question, problem or hypothesis at the cutting edge of knowledge, and advance the knowledge frontier under suitable and capable supervision.
- The candidate must have made an original contribution to knowledge in order to be awarded a doctoral degree.

- Successful completion and examination of the research thesis, comprising work of publishable quality, is the basis for the award of the doctoral degree.
- A doctoral study must significantly increase the student's depth and breadth of knowledge of his/her discipline and develop his/her expertise in the research methodology applicable to both a specific project and a wider context. It must provide a high-quality research experience, training and output consistent with international norms and best practice.
- A doctoral study must be conducted in a learning environment where sufficient critical mass of internationally recognised research activity exists to allow students to gain access to a training programme of appropriate breadth and to interact with peers engaged in their field nationally and internationally.
- Recognising that each doctorate is unique, a doctoral study must also be flexible so as to support students within individual disciplines and/or within an interdisciplinary or multidisciplinary setting.
- A doctoral study must be conducted in a research environment with a high degree of academic quality and infrastructure, and where it is consistent with institutional strategies. Academic quality includes quality supervision and training for supervisors.
- The admission of doctoral students must take into account the preparedness of the applicant, the availability of qualified, competent and accessible supervision, and the resources necessary to conduct the research.
- A doctoral study must be supported by established structures with supervision by a principal supervisor(s), normally with a supporting panel approved by the institution;
- Formal monitoring of progress to completion against published criteria, supported by institutional arrangements;
- Clearly defined examination processes, involving external examiners, assessment criteria and declared outcomes.
- A robust quality assurance system must underpin all doctoral provision.

4.6 Minimum Admission Requirements

Qualification	NQF Exit Level and Credits	Minimum Admission Requirements	Additional Remarks
Higher Certificate	5 – 120 Credits	<ul style="list-style-type: none"> NSC – Appropriate subject combinations and levels of achievement 	Institutional Discretion
Advanced Certificate	6 – 120 Credits	<ul style="list-style-type: none"> Minimum Appropriate 120 credit Higher Certificate 	60% Average mark at the exit level; Threshold of 60%
Diploma	6- 240/360 Credits	<ul style="list-style-type: none"> At least 23 Unweighted NSC points A higher Certificate or Advanced Certificate LO and Maths Lit are excluded 	Minimum: English- ; Maths-3; Phy. Sci. - 3; Plus three other Subjects with min 3 and Total APS – 25, Admission Threshold of 75%
Advanced Diploma	7 – 120 Credits	<ul style="list-style-type: none"> Minimum Appropriate 360 credit Diploma 	60% Average mark at the exit level; Threshold of 60%
Bachelor's Degree	7 – 360 credits	<ul style="list-style-type: none"> NSC with matriculation endorsement or exemption At NQF Level 6 qualification 	Minimum: English- 5; Maths-4; Phy. Sci. - 4; Plus three other Subjects with min. 3 and Total APS –

		<ul style="list-style-type: none"> • LO and Maths Lit are excluded 	28, Admission Threshold of 75%
Bachelor's Honours Degree	8 – 120 credits	<ul style="list-style-type: none"> • 360 Credits Bachelor NQF Level 7 	60% Average mark at the exit level; Threshold of 60%
Master's Degree	9- 180 Credits	<ul style="list-style-type: none"> • Appropriate Bachelors Honours degree at NQF Level 8 	60% Average mark at the exit level; Threshold of 60%
Doctorate Degree	10-360 Credits	<ul style="list-style-type: none"> • Appropriate Master's Degree at NQF Level 9 	Institutional Discretion

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— CONSTRUCTING NEW PERSPECTIVES —

SECTION 5 ACCREDITATION GUIDELINES

SECTION 5: ACCREDITATION GUIDELINES

5.1 Preamble

This section gives general guidelines for institutions in registration categories as stipulated under Section 18 of the SACPCMP Act to follow in pursuit of accreditation.

The accreditation guidelines outline the basis for evaluation of Project and Construction Management programmes in addition to providing institutions with the forum for review and development of the teaching and learning environment necessary for continuous quality improvement.

The guidelines for accreditation have taken into account the difference between absolute requirements for accreditation and the expected characteristics and performance levels, in addition to innovation and diversity in the educational design, delivery and quality processes.

In order to ensure compliance with the Higher Education Act of 1997, the subsequent National Qualifications Framework Act 2008 and policy shift contained in the Higher Education Qualifications Framework (HEQF), the Accreditation Committee adopted the 10 criteria out of the 19 criteria of the Higher Education Quality Committee (Council for Higher Education, 2004). Details of these criteria are presented below.

5.2 Criteria

5.2.1 Criterion 1: Programme Design and Educational Outcomes; National and Regional Need for the Programme

The programme is consonant with the institution's mission, forms part of institutional planning and resource allocation, meets national and regional 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.

Minimum requirements for criterion 1:

The programme is consonant with the institution's mission and goals. and was approved by the appropriate institutional structures, including senate/equivalent structure. Provision is made for the programme in the institution's planning and resource allocation processes.

- i. The programme meets the national requirements pertaining to programmes which have been developed within the context of the NQF/HEQSF from time to time.
- ii. Learning outcomes, degree of curriculum choice, teaching and learning methods, modes of delivery, learning materials and expected completion time all cater for the learning needs of its target student intake. Competencies expected of students who successfully complete the programme are made explicit.
- iii. The design maintains an appropriate balance of theoretical, practical and experiential knowledge and skills. It has sufficient disciplinary content and theoretical depth, at the appropriate level, to serve its educational purposes.
- iv. The design offers students learning and career pathways with opportunities for articulation with other programmes within and across institutions, where possible.
- v. Courses in the programme are coherently planned with regards to content, level, credits, purpose, outcomes, rules of combination, relative weight and delivery. Outsourcing of delivery is not permitted.
- vi. There is a policy and/or procedure for developing and evaluating learning materials and ensuring their alignment with the programme

goals and underpinning philosophy. Where necessary, members of the academic staff are trained to develop learning materials.

- vii. Programme outcomes meet national and/or regional labour market, knowledge or other socio-cultural needs. The requirements of professional bodies are taken into consideration, where applicable. Relevant stakeholders, including academic peers from outside the institution, and employers and professional bodies where applicable, are involved in the development of the programme.
- viii. The characteristics and needs of professional and vocational education are catered for in the design of the programme, where applicable.
- ix. The programme promotes the students' understanding of the specific occupation for which they are being trained.
- x. Students master techniques and skills required for the profession. The curriculum must comprise an integrated set of tasks and structured learning experiences to ensure successful delivery of academic content and acquisition of required technical competencies in registration categories as stipulated under Section 18 of the SACPCMP Act.
- xi. Work-based learning and placement in a work-based environment form an integral part of the curriculum, where possible.
- xii. Service learning is an integral part of the learning experience and is included in the programme design.
- xiii. Enabling mechanisms (which may include incentives) are in place to support the implementation of service learning, including staff and student capacity development.

5.2.2 Criterion 2: Identifiable Organisational Structure, Demonstration of Commitment to registration categories as stipulated under Section 18 of the SACPCMP Act

There must be an identifiable organisational entity responsible for the Project and Construction Management programme at the educational institution awarding the degree. In addition, the institution must demonstrate sufficient expertise in registration categories as stipulated under Section 18 of the SACPCMP Act in these areas. It is anticipated that the long-term programmes should tackle the following:

- i. The programme should reflect Project and Construction Management and related relevant areas in its title or cited as a major field of study in the academic transcript. It is, however, expected that new titles may evolve due to the dynamic requirements of the market and the profession.
- ii. The programme must aim at producing graduates with competencies in Project and Construction Management.
- iii. Evidence is provided on the educational, institutional long-term commitment to and development of programmes in registration categories as stipulated under Section 18 of the SACPCMP Act.

5.2.3 Criterion 3: Student Recruitment, Admission Policy, Academic Development for Students and Student Retention

Recruitment documentation accurately and sufficiently informs potential students of the programme, 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, equity and institutional capacity to offer good quality education and the needs of the profession. Academic development initiatives promote student, staff and

curriculum development and offer academic support for students, where necessary.

Minimum requirements for criterion 3:

- i. Advertising and promotional materials contain accurate and sufficient information about the programme with regard to admission policies, completion requirements and academic standards. Marketing and advertising are done according to DoE and SAQA regulations and accurate information is provided about the NQF level and the accreditation status of the programme.
- ii. Admission, matriculation exemption, age exemption, etc. adhere to current legislation.
- iii. The programme's admission criteria are in line with the goal of the National Plan for Higher Education (NPHE) of widening access to higher education. Equity targets are clearly stated, as are the plans for attaining them. Provision is made, where possible, for flexible entry routes, which includes recognition of prior learning (RPL) with regard to general admission requirements, as well as additional requirements for the programme, where applicable. Admission of students through an RPL route should not constitute more than 10 per cent of the student intake for the programme.
- iv. Selection criteria are explicit and indicate how they contribute to institutional plans for diversity. The number of students selected for the programme does not exceed the capacity available for offering good quality education.
- v. The quality and number of students admitted takes into account the needs of the profession.

- vi. Staff responsible for academic development are adequately qualified and experienced for their task, and their knowledge and skills are regularly updated.
- vii. Academic support is offered to students where necessary.
- viii. The effectiveness of academic development initiatives is regularly monitored, and feedback is used for improvement.

5.2.4 Criterion 4: Staffing Recruitment and Development

The recruitment and employment of staff follows relevant legislation and appropriate administrative procedures, including redress and equity considerations.

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. The academic and support staff complement is of sufficient size and seniority relative to 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. Support staff members are adequately qualified, and their knowledge and skills are regularly updated.

Minimum requirements for criterion 4:

- i. Recruitment and employment of staff adhere to the stipulations of the Labour Relations Act and to conditions of service, and there are appropriate administrative procedures for the selection, appointment, induction and payment of staff members and tutors. Redress and equity considerations receive due attention in the appointment of staff.

- ii. Academic staff members for undergraduate programmes have relevant academic qualifications higher than the exit level of the programme, but at minimum a degree.
- iii. Academic staff for postgraduate programmes have relevant academic qualifications on at least the same level as the exit level of the programme. At least 50 per cent of the academic staff for postgraduate programmes have relevant academic qualifications higher than the exit level of the programme. The qualifications of academic staff were awarded by recognised higher education institutions.
- iv. The majority of full-time academic staff have two or more years of teaching experience at a recognised higher education institution, and in areas pertinent to the programme. A sufficient number of academic staff members also have relevant professional experience. Qualified and experienced academic staff design the learning programme, although junior or part-time tutors may act as facilitators of learning.
- v. Academic staff are competent to apply the assessment policies of the institution. Some of the academic staff responsible for the programme have at least two years' experience of student assessment at the exit level of the programme. There is ongoing professional development and training of staff as assessors in line with SAQA requirements.
- vi. The institution and/or other recognised agencies contracted by the institution provide orientation and induction opportunities in which new academic staff members participate. Provision is made for regular staff development opportunities in which relevant academic staff participate.
- vii. The staff to student ratio expressed as full-time senior lecturer equivalent is suitable for the nature and field of the programme and number of enrolled students. Sufficient support staff dedicated to the programme are available, where appropriate.

- viii. The programme has an appropriate full-time to part-time staff ratio to ensure working conditions are conducive to teaching and learning and research. Part-time and junior staff and tutors are trained, where necessary, and monitored by full-time staff. The academic staff complement is such that it ensures that students are exposed to a diversity of ideas, styles and approaches.
- ix. Contractual arrangements relating to the hours and workload of staff ensure that all programme quality assurance, teaching, research, learning support, materials development, assessment, monitoring of part-time staff (where applicable), counselling and administrative activities take place.
- x. Administrative, technical and academic development support staff are adequately qualified for their duties, and also that opportunities exist for staff development.
- xi. For distance learning programmes, sufficient administrative and technical staff are employed to handle the specialised tasks of registry, dispatch, management of assignments, record-keeping, and other issues in relation to student needs.
- xii. It is required that the institution has sufficient staff and facilities to provide adequate levels of student counselling, support services, and interaction with relevant constituencies such as employers and graduates. The conventional academic year includes sufficient time for active formal study and examination.

5.2.5 Criterion 5: Teaching and Learning Strategy; Student Assessment Policies and Procedures

The institution must recognise the importance of promoting student learning. In addition, the teaching and learning strategies must be 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 strategies must set targets, plans for implementation, and mechanisms to monitor progress, evaluate impact and effect improvement. 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, rigour and security in the assessment system, RPL, and the development of staff competence in assessment.

Minimum requirements for criterion 5:

- i. Recognition of the importance of the promotion of student learning is reflected in the institution's central operating policies and procedures, including resource allocation, provision of support services, marketing, appointments and promotions.
- ii. A teaching and learning strategy is in place which:
 - a. Is appropriate for the institutional type as reflected in its mission (programme types, research, and teaching), mode(s) of delivery (contact/distance/e-learning), and student composition (age, full-time/part-time, advantaged/disadvantaged, etc.)
 - b. Has a mechanism to ensure that teaching and learning methods are appropriate for the design and use of learning materials and instructional and learning technology.
 - c. Provides for staff development opportunities where staff can upgrade their teaching methods.

- d. Contains targets, plans for implementation, ways of monitoring progress and evaluating impact, and mechanisms for feedback and improvement.
- iii. There are appropriate policies and procedures for RPL, including the identification, documentation, assessment, evaluation and transcription of prior learning against specified learning outcomes, so that it can articulate with current programmes and qualifications. Assessment instruments are designed for RPL in accordance with the institution's policies on fair and transparent assessment.
- iv. There is internal assessment of student learning achievements by academic staff responsible for teaching a course/module of the programme in a system that includes internal moderation.
- v. External moderation of students' learning achievements is conducted by appropriately qualified personnel. Moderators are appointed in terms of clear criteria and procedures and conduct their responsibilities in terms of clear guidelines.
- vi. Monitoring student progress in the course of the programme, ensuring the validity and reliability of assessment practices, secure and reliable recording of assessment results, settling of student disputes regarding assessment results and ensuring the security of the assessment system, especially with regards to plagiarism and other misdemeanours.

5.2.6 Criterion 6: Quality Assurance

The programme has an effective quality assurance system that ensures effective administration and coordination, yields good student retention and throughput rates, ensures enhanced employability of students and leads to alleviation of shortages of expertise in the field.

In addition, 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.

Minimum requirements for criterion 6:

The programme information system is managed effectively in order to provide reliable information on the following:

- i. Venues, timetables, access to library and IT facilities, availability of academic and support staff for student consultations, and student support services. Information and communication need of students, including remote access, receive due attention.
- ii. Records of the students in the programme, including admission, progression, grades/marks, fees and graduation.
 - a. Records of students in the programme for the National Learner Records Database (NLRD) of SAQA.
- i. Clear and efficient arrangements are in place to ensure that the integrity of certification processes for the qualification obtained through the programme is not compromised. These include:
 - a. Effective mechanisms to quality assure the processing and issuing of certificates.
 - b. Effective security measures to prevent fraud or the illegal issuing of certificates.
- ii. The programme coordinator has access to and monitors information on retention and throughput rates for the programme.
- iii. User surveys are undertaken at regular intervals for feedback from academics involved in the programme, graduates, peers, external

moderators, professional bodies and employers, where applicable, to ascertain whether the programme is attaining its intended outcomes.

- iv. There are regular reviews of the effectiveness of benchmarking in the programme against equivalent national and international reference points, with a view to goal setting and continuous self-improvement in the programme.
- v. Impact studies are regularly undertaken to measure and evaluate the impact of the programme and its graduates on the employability of students and in alleviating shortages of expertise in relevant fields, where these are the desired outcomes of the programme. Impact studies could also ascertain the degree of acknowledgement of the programme in the community, by other institutions, and in the workplace, where applicable.
- vi. Results of user surveys, reviews and impact studies are used in a regular evaluation of all programme aspects and to develop improvement plans.
- vii. A clear delineation of roles and responsibilities for different cadres of management exists. This could be effectively shown by an available organogram showing organisation structure, roles and responsibilities. The organisation structure and respective roles and responsibilities should be reviewed regularly.

Effective administrative systems are in place for:

- a. Identifying academically non-active students, particularly in distance education programmes.
- b. Monitoring student performance in order to ensure timely identification of at-risk students. There are strategies for advising students on improving their chances of success and for referral to appropriate

academic development programmes. Rules for re-admission to programmes are clear and are sensitively applied.

- c. Dealing with the needs of a diverse student population.

5.2.7 Criterion 7: Facilities, Infrastructure and Resources

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.

Minimum requirements for criterion 7:

- i. Suitable and sufficient venues are available at all official sites of learning where the programme is offered, including teaching and learning venues, laboratories and workshops where appropriate. There are codes for laboratory practice and safety, where appropriate. Venue allocation and timetabling are carefully planned to accommodate the needs of students.
- ii. Suitable and sufficient IT infrastructure, as determined by the needs of the programme is available at all sites of learning. This includes functionally appropriate hardware (computers and printers), software (programs) and databases. The infrastructure is properly maintained and continuously upgraded. Adequate funds are available for this purpose. Students and staff are trained in the use of technology required for the programme.
- iii. Suitable and sufficient library resources exist which:
 - a. Complement the curriculum.
 - b. Provide incentives for students to learn according to their own needs, capacity and pace.

- c. Support appropriate professional and scholarly activities of students and staff involved in the programme.
- iv. Policies exist for the proper management and maintenance of library resources, and for their continuous renewal and expansion. These policies are integrated into the institution's financial plan.
- vi. On- and off-campus students have adequate library support and adequate access to library research and computing facilities.
- vii. Staff development takes place on a regular basis to update the library staff's knowledge and skills.

5.2.8 Criterion 8: Professional development, Liaison with Industry and Practical Exposure

There shall be strategies and policies that guarantees close liaison with the profession. In addition, there must be evidence of learning arrangements with the stakeholders to ensure that the work-based learning is objectively centred towards the enrichment of knowledge and that the coordination of work-based learning is done effectively in all components of the programme. This includes an adequate infrastructure, effective communication, recording of progress made, monitoring and mentoring.

Minimum requirements for criterion 8:

- i. The institution has a strategy in place that ensures collaboration with professional bodies.
- ii. The work-based learning must be integrated in the programme design.
- iii. The institution and employers have appropriate arrangements geared towards assessment of the objectives and outcomes of the learning process. Various interested parties, i.e. the academic institution itself, students, mentors and employers adhere to these arrangements.

- iv. Regular and effective communication takes place between the institution, students, mentors and employers involved in work-based learning. Good working relations are maintained between the various parties involved.
- v. A system (both at the institution and at the place of employment) is in operation to record and monitor regularly and systematically the progress of students' learning experience in the workplace.
- vi. A mentoring system enables students to recognise strengths and weaknesses in their work, to develop existing and new abilities, and to gain knowledge of work practices

5.2.9 Criterion 9: Postgraduate Policies, Procedures and Regulations

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.

Minimum requirements for criterion 9:

- i. Appropriate policies, procedures and regulations are in place for student admission, selection and assessment. These are communicated to all postgraduate students and academic and administrative staff and implemented consistently across the institution and programme.
- ii. The selection and appointment criteria is in place for postgraduate supervisors that are acceptable to the research community in the area of study. These include the following:

- iii. The supervisor has a qualification in a relevant field of study higher than, or at least at the same level as, the exit level of the postgraduate programme he/she is supervising.
- iv. The supervisor has an appropriate research track record, as well as experience, expertise and peer recognition in the field of study.
- v. In the case of inexperienced or new supervisors, there is ongoing staff development and support, and joint supervision is explored as an option.
- vi. Explicit guidelines exist on the roles and responsibilities of supervisors and students and other matters relevant to the performance of research. These include:
 - a. The nature, format and expected turnaround time for work submitted to the supervisor.
 - b. Forms of assessment, and the communication of feedback to the student, including:
 - i. The periodicity of contact between student and supervisor, and the schedule for the submission of progress reports and written work.
 - ii. Research ethics, code of conduct, regulations on plagiarism and intellectual property rights.
 - iii. Examination and qualification requirements.

5.2.10 Criterion 10: Research

There must be evidence of an established policy on research. The institution must envision research that is scholarly, innovative, and interactive with industry and the community.

As a result, the research and registration categories as stipulated under Section 18 of the SACPCMP Act ('Practice experience in the industry') must form part of programme design and learning appraisals.

Minimum requirements for criterion 10:

- i. The institution shows evidence of a well-developed policy that guides research,
- ii. Research is integral to learning activities in the programme,
- iii. Academic research follows trends that are current, pragmatic, innovative, scholarly and reflect on community and industry practices.

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SACPCMP

The South African Council for the Project and Construction Management Professions

— CONSTRUCTING NEW PERSPECTIVES —

SECTION 6

SELF EVALUATION DOCUMENT FOR PROGRAMME ACCREDITATION

SELF-EVALUATION DOCUMENT FOR PROGRAMME

ACCREDITATION

PREAMBLE

This section presents a template to be used by institutions seeking accreditation to undertake self-evaluation. It addresses the areas highlighted in the policy framework. The main purpose of the self-evaluation by institutions is to assess their readiness for the internal audit for accreditation purposes.

The self-evaluation document has been designed so as to (1) help the institution meet and comply with all the relevant requirements for accreditation, (2) give an indication to the institution if they are ready for accreditation, (3) give an indication to the institution as to what can be expected during the on-site audit, (4) allow the institution to take steps to ensure readiness for accreditation, (5) familiarise with the Council policy and seek clarity or assistance when necessary and to (6) allow the Council to assess and to provide guidance to the institution prior to the on-site visit.

The document gives general guidelines for institutions in registration categories as stipulated under Section 18 of the SACPCMP to follow in pursuit of accreditation. The accreditation guidelines outline the basis for evaluation of Project and Construction Management programmes and in addition to providing institutions with the forum for review and development of the teaching and learning environment necessary for continuous quality improvement.

The guidelines for accreditation have taken into account differences between absolute requirements for accreditation on one hand and expected characteristics and performance levels on the other hand in addition to innovation and diversity in the educational design, delivery and quality processes. The claims made in every criterion should be supported by evidence.

CRITERION 1 (programme design) Criterion 1: Programme Design and Educational Outcomes; National and regional need for the programme

The programme is consonant with the institution's mission, forms part of institutional planning and resource allocation, meets national and regional 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.

Minimum requirements for criterion 1:

- i. The programme is consonant with the institution's mission and goals and was approved by the appropriate institutional structures, including Senate/equivalent structure. Provision is made for the programme in the institution's planning and resource allocation processes.
- ii. The programme meets the national requirements pertaining to programmes which have been developed within the context of the NQF/HEQSF from time to time.
- iii. Learning outcomes, degree of curriculum choice, teaching and learning methods, modes of delivery, learning materials and expected completion time cater for the learning needs of its target student intake. Competences expected of students who successfully complete the programme are made explicit.
- iv. The design maintains an appropriate balance of theoretical, practical and experiential knowledge and skills. It has sufficient disciplinary content and theoretical depth, at the appropriate level, to serve its educational purposes.
- v. The design offers students learning and career pathways with opportunities for articulation with other programmes within and across institutions, where possible.

- vi. Courses in the programme are coherently planned with regard to content, level, credits, purpose, outcomes, rules of combination, relative weight and delivery. Outsourcing of delivery is not permitted.
- vii. There is a policy and/or procedure for developing and evaluating learning materials and ensuring their alignment with the programme goals and underpinning philosophy. Where necessary, members of the academic staff are trained to develop learning materials.
- viii. Programme outcomes meet national and/or regional labour market, knowledge or other socio-cultural needs. The requirements of professional bodies are taken into consideration, where applicable. Relevant stakeholders, including academic peers from outside the institution, and employers and professional bodies where applicable, are involved in the development of the programme.
- ix. The characteristics and needs of professional and vocational education are catered for in the design of the programme, where applicable.
- x. The programme promotes the students' understanding of the specific occupation for which they are being trained.
- xi. Students master techniques and skills required for the profession and the curriculum must comprise an integrated set of tasks and structured learning experiences to ensure successful delivery of academic content and acquisition of required technical competencies in registration categories as stipulated under Section 18 of the SACPCMP Act.
- xii. Work-based learning and placement in a work-based environment form an integral part of the curriculum, where possible.
- xiii. Service learning is an integral part of the learning experience and is included in programme design:

- xiv. Enabling mechanisms (which may include incentives) are in place to support the implementation of service learning, including staff and student capacity development.

Criterion 2:

Identifiable Organizational Structure, Demonstration of Commitment to CM and CPM Education, Programme Awards

There must be an identifiable organisational entity responsible for the project and or construction management programme at the educational institution awarding the degree. In addition, the institution must demonstrate sufficient expertise in registration categories as stipulated under Section 18 if the SACPCMP Act. in these areas.

These could be accessed in it is required that the long-term programmes must tackle the following: -

The award of programme should reflect Project and Construction Management and related relevant areas in its name or cited as a major field of study in the academic transcript. It is however expected that new titles may evolve due to the dynamic requirements of the market and the profession.

The programme must aim at producing graduates with competencies in Project and Construction Management.

Evidence is provided on the educational institution long-term commitment to and development of programmes in registration categories as stipulated under Section 18 of the SACPCMP Act.

Criterion 3

(Student Recruitment, Admission Policy, Academic Development for Students and Student Retention)

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, equity and institutional capacity to offer good quality education and the needs of the profession. Academic development initiatives promote student, staff and curriculum development and offer academic support for students, where necessary.

Minimum requirements for criterion 3:

- i. Advertising and promotional materials contain accurate and sufficient information about the programme with regard to admission policies, completion requirements and academic standards. Marketing and advertising are done according to DoE and SAQA regulations and accurate information is provided about the NQF level and the accreditation status of the programme.
- ii. Admission, matriculation exemption, age exemption, etc. adhere to current legislation.
- iii. The programme's admission criteria are in line with the National Plan for Higher Education's (NPHE's) goal of widening access to higher education. Equity targets are clearly stated, as are the plans for attaining them. Provision is made, where possible, for flexible entry routes, which includes RPL with regard to general admission requirements, as well as additional requirements for the programme, where applicable. Admission of students through an RPL route should not constitute more than 10 percent of the student intake for the programme.
- iv. Selection criteria are explicit and indicate how they contribute to institutional plans for diversity. The number of students selected for the programme does not exceed the capacity available for offering good quality education.

- v. The quality and number of students admitted takes into account the needs of the profession.
- vi. Staff responsible for academic development are adequately qualified and experienced for their task, and their knowledge and skills are regularly updated.
- vii. Academic support is offered to the students where necessary.
- viii. The effectiveness of academic development initiatives is regularly monitored, and feedback is used for improvement.

Criterion 4: Staffing Recruitment and Development

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

Minimum requirements for criterion 4:

- i. Recruitment and employment of staff adhere to the stipulations of the Labour Relations Act and to conditions of service, and there are appropriate administrative procedures for the selection, appointment, induction and payment of staff members and tutors. Redress and equity considerations receive due attention in the appointment of staff.
- ii. Academic staff for undergraduate programmes has relevant academic qualifications higher than the exit level of the programme, but at minimum a degree. Academic staff for postgraduate programmes has relevant academic qualifications at least on the same level as the exit level of the programme. At least 50 percent of the academic staff for postgraduate programmes have relevant academic qualifications higher than the exit level of the programme.
- iii. The qualifications of academic staff were awarded by recognised higher education institutions.
- iv. The majority of full-time academic staff has two or more years of teaching experience in a recognised higher education institution, and in areas pertinent to the programme. A sufficient number of academic staff members also have relevant professional experience. Qualified and experienced academic staff design the learning programme, although junior or part-time tutors may act as facilitators of learning.
- v. Academic staff are competent to apply the assessment policies of the institution. Some of the academic staff responsible for the programme have at least two years' experience of student assessment at the exit level of the programme.
- vi. There is ongoing professional development and training of staff as assessors in line with SAQA requirements.
- vii. The institution and/or other recognised agencies contracted by the institution provide orientation and induction opportunities in which

new academic staff members participate. Provision is made for regular staff development opportunities in which relevant academic staffs participate.

- viii. The staff: student ratio expressed as full-time equivalents is suitable for the nature and field of the programme and number of enrolled students. Sufficient support staff dedicated to the programme are available, where appropriate.
- ix. The programme has an appropriate full-time: part-time staff ratio to ensure working conditions conducive to teaching and learning and research. Part-time and junior staff and tutors are trained, where necessary, and monitored by full- time staff.
- x. The academic staff complement is such that it ensures that students are exposed to a diversity of ideas, styles and approaches.
- xi. Contractual arrangements relating to the hours and workload of staff ensure that all programme quality assurance, teaching, research, learning support, materials development, assessment, monitoring of part-time staff (where applicable), counselling and administrative activities take place.
- xii. Administrative, technical and academic development support staff are adequately qualified for their duties, and opportunities exist for staff development.
- xiii. For distance learning programmes, sufficient administrative and technical staff are employed to handle the specialised tasks of registry, dispatch, management of assignments, record-keeping, and other issues in relation to student needs.
- xiv. It is required that the institution has sufficient staff and facilities to provide adequate levels of student counselling, support services, and

interaction with relevant constituencies such as employers and graduates. The conventional academic year must comprise sufficient time of active formal study and examination

Criterion 5: Teaching and Learning Strategy; Student Assessment Policies and Procedures

The institution gives recognition to the importance of promoting student learning. The teaching and learning strategy are 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. 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.

Minimum requirements for criterion 5:

Recognition of the importance of the promotion of student learning is reflected in the institution's central operating policies and procedures, including resource allocation, provision of support services, marketing, appointments and promotions.

A teaching and learning strategy is in place which:

- a) Is appropriate for the institutional type as reflected in its mission (programme types, research, and teaching), mode(s) of delivery (contact/distance/e- learning), and its student composition (age, full-time/part-time, advantaged/disadvantaged), etc.
- b) Has a mechanism to ensure that teaching and learning methods are appropriate for the design and use of learning materials and instructional and learning technology.
- c) Provides for staff development opportunities where staff can upgrade their teaching methods.
- d) Contains targets, plans for implementation, ways of monitoring progress and evaluating impact, and mechanisms for feedback and improvement.
- e) There are appropriate policies and procedures for RPL, including the identification, documentation, assessment, evaluation and transcription of prior learning against specified learning outcomes, so that it can articulate with current programmes and qualifications. Assessment instruments are designed for RPL in accordance with the institution's policies on fair and transparent assessment.
- f) Internal assessment of student learning achievements by academic staff responsible for teaching a course/module of the programme in a system that includes internal moderation.
- g) External moderation of students' learning achievements by appropriately qualified personnel. Moderators are appointed in terms of clear criteria and procedures and conduct their responsibilities in terms of clear guidelines.

- h) Monitoring student progress in the course of the programme. viii. Ensuring the validity and reliability of assessment practices. ix. Secure and reliable recording of assessment results.
- i) Settling of student disputes regarding assessment results.
- j) Ensuring the security of the assessment system, especially with regard to plagiarism and other misdemeanours.

Criterion 6: Quality Assurance

The programme has effective quality assurance system that ensures effective administration and coordination, yields good student retention and throughput rates and ensures enhanced employability of students and leads to alleviation of shortages of expertise in the field. In addition, 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.

Minimum requirements for criterion 6:

- i. The programme information system is managed effectively in order to provide reliable information on the following: -
- ii. Venues, timetables, access to library and IT facilities, availability of academic and support staff for student consultations, and student support services. Information and communication need of students in remote (rural) areas receive due attention.
- iii. Records of the students in the programme, including admission, progression, grades/marks, fees and graduation.
- iv. Records of students in the programme for the National Learner Records Database (NLRD) of SAQA.

- v. Clear and efficient arrangements are in place for ensuring that the integrity of certification processes for the qualification obtained through the programme is not compromised. These include: -
 - a. Effective mechanisms to quality assure the processing and issuing of certificates.
 - b. Effective security measures to prevent fraud or the illegal issuing of certificates.
- vi. The programme coordinator has access to and monitors information on retention and throughput rates for the programme.
- vii. User surveys are undertaken at regular intervals for feedback from academics involved in the programme, graduates, peers, external moderators, professional bodies and employers, where applicable, to ascertain whether the programme is attaining its intended outcomes.
- viii. There are regular reviews of the effectiveness of benchmarking in the programme against equivalent national and international reference points, with a view to goal setting and continuous self-improvement in the programme.
- ix. Impact studies are regularly undertaken to measure and evaluate the impact of the programme and its graduates on the employability of students and in alleviating shortages of expertise in relevant fields, where these are the desired outcomes of the programme. Impact studies could also ascertain the degree of acknowledgement of the programme in the community, by other institutions, and in the workplace, where applicable.
- x. Results of user surveys, reviews and impact studies are used in a regular evaluation of all programme aspects and to develop improvement plans.

- xi. The institutions are required to have a clear delineation of roles and responsibilities for different cadres of management. This may be well explained by having available an organogram showing organisation structure, roles and responsibilities. The organisation structure and respective roles and responsibilities need to be regularly reviewed
- xii. Effective administrative systems are in place for: -
- xiii. Identifying academically non-active students, particularly in distance education programmes.
- xiv. Monitoring student performance in order to ensure timely identification of at- risk students. There are strategies for advising students on improving their chances of success and for referral to appropriate academic development programmes. Rules for re-admission to programmes are clear and are sensitively applied.
- xv. Dealing with the needs of a diverse student population.

Criterion 7: Facilities, Infrastructure and Resources

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.

Minimum requirements for criterion 7:

- i. Suitable and sufficient venues are available at all official sites of learning where the programme is offered, including teaching and learning venues, laboratories and workshops where appropriate. There are codes

for laboratory practice and safety, where appropriate. Venue allocation and timetabling are carefully planned to accommodate the needs of students.

- ii. Suitable and sufficient IT infrastructure, as determined by the needs of the programme, is available at all sites of learning. This includes functionally appropriate hardware (computers and printers), software (programmes) and databases. The infrastructure is properly maintained, and continuously upgraded and adequate funds are available for this purpose. Students and staff are trained in the use of technology required for the programme.
- iii. Suitable and sufficient library resources exist which:
 - a. Complement the curriculum.
 - b. Provide incentives for students to learn according to their own needs, capacity and pace.
 - c. Support appropriate professional and scholarly activities of students and staff involved in the programme.
 - d.
- iv. Policies exist for the proper management and maintenance of library resources, and for their continuous renewal and expansion. These policies are integrated into the institution's financial plan.
- v. On- and off-campus students have adequate library support and adequate access to library research and computing facilities.
- vi. Staff development takes place on a regular basis to update the library staff's knowledge and skills.

Criterion 8: Professional development; Industry and Practical Exposure

There shall be strategies and policies that guarantees close liaison with the profession. In addition, there must be evidence of learning arrangements with the stakeholders to ensure that the work-based learning is objectively centred

towards the enrichment of knowledge and the coordination of work-based learning is done effectively in all components of the programme. This includes an adequate infrastructure, effective communication, recording of progress made, monitoring and mentoring.

Minimum requirements for criterion 8:

- i. The institution has in place a strategy that ensures collaboration with professional bodies.
- ii. The work-based learning must be integrated in the programme design.
- iii. The institution and employers have appropriate arrangements geared towards assessment of the objectives and outcomes of the learning process. Various parties,
- iv. i.e. the institution, students, mentors and employers, adhere to the arrangement.
- v. Regular and effective communication takes place between the institution, students, mentors and employers involved in work-based learning. Good working relations are maintained between the various parties involved.
- vi. A system (both at the institution and at the place of employment) is in operation to record and monitor regularly and systematically the progress of the student's learning experience in the workplace.
- vii. A mentoring system enables the student to recognise strengths and weaknesses in his/her work, to develop existing and new abilities, and to gain knowledge of work practices

Criterion 9: Postgraduate Policies, Procedures and Regulations

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.

Minimum requirements for criterion 9:

- i. Appropriate policies, procedures and regulations are in place for student admission, selection and assessment. These are communicated to all postgraduate students, and academic and administrative staff, and implemented consistently across the institution and programme.
- ii. The selection and appointment criteria in place for postgraduate supervisors are acceptable to the research community in the area of study. These include the following:
- iii. The supervisor has a qualification in a relevant field of study higher than, or at least at the same level as, the exit level of the postgraduate programme he/she is supervising.
- iv. The supervisor has an appropriate research track record, as well as experience, expertise and peer recognition in the field of study.
 - a. In the case of inexperienced or new supervisors, there is ongoing staff development and support, and joint supervision is explored as an option.
- v. Explicit guidelines exist on the roles and responsibilities of supervisors and students and other matters relevant to the performance of research. These include:
- vi. The nature, format and expected turnaround time for work submitted to the supervisor.
- vii. Forms of assessment, and the communication of feedback to the student, which includes:
 - a. The periodicity of contact between student and supervisor, and the schedule for the submission of progress reports and written work.
 - b. Research ethics, code of conduct, regulations on plagiarism and intellectual property rights.
 - c. Examination and qualification requirements

Criterion 10: Research

There must be evidence of an established policy on research. The institution must envision a research that is scholarly, innovative, and interactive with industry and community. As a result, the research registration categories as stipulated under Section 18 of the SACPCMP Act Practice Experience in the Industry must form part of programme design and learning appraisals.

Minimum requirements for criterion 10:

The institution shows evidence of a well-developed policy that guides research,

Research is integral to learning activities in the programme, Academic research follows trends that are current, pragmatic, innovative, scholarly and reflect on community and industry practices.

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The South African Council for the Project and Construction Management Professions

— CONSTRUCTING NEW PERSPECTIVES —

SECTION 7 ANNUAL REPORT TEMPLATE



The South African Council for the Project and Construction Management Professions

— CONSTRUCTING NEW PERSPECTIVES —

PROGRAMME ACCREDITATION

ANNUAL REPORT TEMPLATE

THE PROJECT AND CONSTRUCTION MANAGEMENT PROFESSIONS ACT

ACT NO. 48 OF 2000

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POST ACCREDITATION ANNUAL REPORT TEMPLATE

1: INTRODUCTION

This reporting template is provided as a guide for the compilation and submission of the annual report for the sustainability of the accreditation of the programme(s) as listed in the Final Accreditation report. Annual reporting is a mandatory condition for all institutions with programmes accredited by the SACPCMP. Additional information not specifically requested as per this template may be included to enhance the report and provide a holistic spectrum.

The annual post accreditation reporting is critically important to the accreditation process. This is to inform the SACPCMP on the institutions intention to maintain or exceed the minimum standards as stipulated in the SACPCMP's accreditation policy. The role of the programme managers is to maintain a high quality of teaching, learning and research in an academic environment that is conducive to innovation and professional development. This is to ensure well prepared graduates for the profession and industry.

2: TIME FRAME OF REPORTING

The timeframe for submission of the report is as follows:

- ❖ Request for annual post-accreditation monitoring information is sent not later than 31st November
- ❖ Deadline for submission of report is 31st March with a reminder in 4 weeks and 1 week before the deadline.
- ❖ During the evaluation process there shall be communication and reminders for any outstanding information.
- ❖ Feedback shall be given to Universities before the middle of June.

- ❖ If the University fails to submit a report after the deadline, or the report does not meet the required standards for the programme, the accreditation will fall away. The University may appeal against any decision within 14 days of receiving feedback.

3: REQUIRED INFORMATION

The following information will be required in the post accreditation report:

- ❖ Programme changes and development
- ❖ Student admission and progression
- ❖ Staff development and movement
- ❖ Research output
- ❖ Other relevant changes that impact on the programme
- ❖ Addressing of gaps and concerns identified in previous report audits

4: PROGRAMME CHANGES AND DEVELOPMENT

The programme changes and development should be reported as in the format given below:

CURRENT PROGRAMME OUTLINE	NEW COURSE	MOTIVATION FOR CHANGE	UNIVERSITY APPROVAL	CHE APPROVAL IF NECESSARY

5: STUDENT ADMISSION AND PROGRESSION

5.1 THE NSC WEIGHTING CRITERIA

NSC Rating	7	6	5	4	3	2	1
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NSC %	80-100	70-79	60-69	50-59	40-49	30-39	0-29
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5.2 SACPCMP 1ST YEAR ADMISSION CRITERIA

SUBJECT	Diploma	Bachelor's degree
English	4	5
Mathematics	3	4
Physical Science	3	4
Plus, three other subjects; (specify):	Minimum 3	Minimum 3
Total APS	25	28
Threshold	75%	75%

5.3 ADMISSION CRITERIA FOR HONOURS AND MASTERS

This section confirms the admission criteria as per the department/university:

		Programmes	Admission Requirements
SACPCMP Admission Requirements		BSc Hons	60%-mark average of exit year
		MSc	60%-mark average
Threshold		BSc Hons	60%
		MSc	60%

5.4 REPORT ON CURRENT 1ST YEARS ADMISSION DATA, EXAMPLE

Student Number	Subject 1	Subject 2	Subject 3	Subject 5	Subject 6	Subject 7	Total Score	Compliance
23456	75	62	65	72	76	77	34	1
34934	49	43	52	44	51	43	20	0

21432 9	51	72	61	75	49	55	28	1
								67%

5.5 REPORT ON HONOURS AND MSC ADMISSION DATA

5.5.1 Honours, Example

Student Number	Qualifying programme	University/ Institution of Study	Average Mark	Compliance
2567	BSc CM	University of Pretoria	62	1
5671	BSc QS	University of Wits	67	1
7893	BSc	University of Limpopo	56	0
				67%

5.5.2 MSc, Example

Student Number	Qualifying programme	University/ Institution of Study	Average Mark	Compliance
2567	BSc CM Hons	University of Pretoria	62	1
5671	BSc QS Hons	University of Wits	67	1
7893	BSc Hons	University of Limpopo	56	0
				67%

6: EMPLOYMENT IN THE INDUSTRY

SACPCMP Criteria: At least 60% of the graduates should be active in the industry.

In this section provide the percentage of graduates who are active in the Construction Industry by providing employment data for all the graduates of the accredited programmes:

6.1 Name of Course-BSc Honors Construction Management

Name	Job Title	Company	Compliance
Dlamini B	Site Engineer	GHHT Construction	1
Bowls C	Junior Contracts Manager	JSSS Construction	1
			67%

7: STAFF DEVELOPMENT AND MOVEMENT

7.1: This section requires information on all staff development and movement since the last report. This should include a section on academic staff and another section on administrative staff. The Institution should also indicate **(Position and time frames)**

7.1.1 RESIGNATIONS

Name of the staff member	Date Appointed	Date Resigned	Position e.g. Lecturer, Snr Lecturer, Prof etc.	Additional Qualifications & Prof Registrations

7.1.2 NEW STAFF/PROMOTIONS

Name of the staff member	Date Appointed/Promoted	Position e.g. Lecturer, Snr Lecturer, Prof etc.	Additional Qualifications & Prof Registrations

8: RESEARCH

8.1 WEIGHTINGS FOR RESEARCH OUTPUTS

Please provide the university/departmental research output weighting in the following format:

Research Output	Weighting
DoE Subsidy Earning Accredited Article	1.0
Non-Subsidy Earning Intl Peer Reviewed Article	1.0
Intl Peer Reviewed Book (not text books)	4.5
Intl Peer Reviewed Chapter in a Book	1.0
Published Intl Peer Reviewed Conference Proceeding article	0.5
Abstract in Proceedings of International Conference	-
Other (e.g. trade journals and course manuals)	-
Patent	1.0
3 year rolling average of Research outputs universities of technology	
3 year rolling average of Research outputs universities	0.8

8.2 RESEARCH OUTPUTS

Three-year average research outputs to be reported in the following format:

Research Output

Three-year average output calculation	Output weighting	2011		2012		2013	
		No	Score	No	Score	No	Score
International peer-reviewed accred. Journal article	1	2	2	1	1	1	1
International peer-reviewed non-accred. Journal article	1	0	0	0	0	0	0
International peer-reviewed books (not text books)	4.5	0	0	0	0	0	0
International peer-reviewed chapters in books	1	0	0	0	0	0	0
International peer-reviewed conference proceedings	0.5	19	9.5	6	3	4	2
Weighted totals			11.5		4		3
Number of full-time staff			7		7		7
Weighted output per F/T staff member per year			1.64		0.571		0.43
Calculation of 3-Year publication average	0.88						
Assessment (Exceed 0.80?)	0.88 > 0.80						

NB: For University of Technology, a rolling average of up to 0.5 will be accepted

8.3 STAFF RESEARCH NRF RATING

The following template should be used to report staff NRF rating reporting: The Institution is encouraged to include their goals and Benchmark.

Name of staff	2011	2012	2013
Staff member	B3	B3	B2
Staff member	n/a	n/a	Y
Staff member	L	L	C3

9. OTHER RELEVANT DEVELOPMENTS

This section is for reporting any relevant development that occurred in the department/university that has an impact on the accredited programme(s). Documentary evidence may be attached to the report.

University Policies	Type of Policy	Effective Date	Impact on Programme
e-learning	On teaching and learning	Aug 2013	Enhances the learning and teaching process

10. EXTERNAL EXAMINERS REPORT

The following information should be included in this section together with the overall external examiner report:

Name of overall examiner	Date of appointment	Date of report

11: RESPONSE TO GAPS IN LATEST SACPCMP ACCREDITATION REPORT

This section requires a detailed report on how the department/university is responding to the ten criteria especially the gaps as identified in the Final Accreditation report.

SACPCMP

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