THE SOUTH AFRICAN COUNCIL
for the
QUANTITY SURVEYING PROFESSION
Established in terms of the Quantity Surveying Profession Act 2000 (Act 49 of 2000)

Quantity Surveying

Programme Accreditation

Guideline

Revised January 2014

Framework of Accreditation System

A system of accreditation needs to take into account national policies and regulatory frameworks, the institutional quality landscape, and international trends with respect to quality and standards in higher education. In addition, within our particular discipline, cognizance has to be taken of general policy adopted by the SACQSP, most particularly that relating to registration requirements. In compiling this policy document, cognizance is made of the National Qualifications Framework Act 67 of 2008, and the White Paper for Post-School Education and Training issued by the Council for Higher Education in January 2014. The SACQSP accreditation policy will be reviewed on a regular basis in order to respond to developments arising from the implementation of the plans described in the CHE white paper.

The basic principle upon which the SACQSP accreditation policy is founded, compliant with the requirements of the Quantity Surveying Profession Act (No.49 of 2000), is that educational service providers are required to have their quantity surveying programmes evaluated for accreditation purposes at any of the four academic qualification levels recognized in the 2013 SACQSP Route to Registration as Government Gazetted (currently termed Honours Degree, Bachelor's Degree, Diploma, and Certificate). These qualifications refer to a minimum of 480, 360, 240, and 120 credits, respectively. Notwithstanding the requirement for the SACQSP to assess for possible accreditation these four levels of academic programmes, the ***minimum academic*** route to registration with the SACQSP is an accredited tertiary programme providing a 360 credit qualification. The above qualification levels are defined by fundamental and core knowledge areas / unit standards as compiled by the Quantity Surveying Standards Generating Body (QSSGB). At all four academic qualification levels, the HEQC criteria for programme accreditation would be applied (amended where necessary as indicated later in this discussion document). Outcomes of the programme evaluation would be in line with published HEQC procedures (refer to Table 5 of the 'Criteria for Programme Accreditation' document issued by the CHE – Annexure A).

A differential accreditation process has been adopted for existing accredited programmes compared to those that have not previously been subjected to an accreditation review. However, the criteria for the re-accreditation of existing programmes are identical to those for new programmes at the same level, and comprise the same categories of programme input, process, output and impact, and review. The criteria should be used as the basis for an institution's self-evaluation of the programme(s) concerned, along with additional benchmarks that the institution might set for itself.

A fundamental precept underpinning the implementation of this accreditation policy document is that it should not be seen as a mechanism to entrench or establish a hierarchy of tertiary education providers at the expense of others. The criteria and outcomes of programme evaluation as described in this document are intended to provide a framework for the promotion of the principles underpinning academic development within all providers of quantity surveying tertiary education. Where programmes are not initially accredited, procedures are included in the policy documentation to permit such programmes to clearly identify and address perceived shortcomings in order to be re-evaluated for possible future accreditation.

Accreditation criteria – amendments to the standard HEQC documentation

As indicated above, it is considered necessary to have a degree of differentiation within the accreditation system, both to accommodate the practical realities that pertain to the higher education sector in South Africa, as well as the need to benchmark higher levels of professional education with international standards. In considering the amendments, reference should be made to the basic HEQC criterion (nominally amended) that is supplied as Annexure A herewith. Insofar as construction management and property studies core and fundamental unit standards are concerned, the standards and competencies developed by the relevant SGBs shall apply *mutatis mutandis*. Terminology used in The Higher Education Qualifications Framework policy published in the Government Gazette of 5 October 2007 is used throughout this document.

Higher Certificate: NQF Exit Level 5 (prescribed programme comprises a minimum of 120 credits)

Criterion 1(iv) : Insert additional text as follows: Service providers are required to offer course material substantially covering the 'Fundamental' and 'Core' unit standards listed by the Quantity Surveying SGB for the 'Certificate in Quantity Surveying' qualification level.

Criterion 2(ii) : A National Senior Certificate with appropriate subject combinations and levels of achievement is required for entry.

Diploma: NQF Exit Level 6 (prescribed programme comprises a minimum of 360 credits, inclusive of at least 120 credits of Work Integrated Learning / Experiential Learning / Industry Placement)

Criterion 1(iv) : Insert additional text as follows: Service providers are required to offer course material substantially covering the 'Fundamental' and 'Core' unit standards listed by the Quantity Surveying SGB for the 'Diploma in Quantity Surveying' qualification level.

Criterion 2(ii) : A National Senior Certificate with appropriate subject combinations and levels of achievement is required for entry. Alternatively, a Higher Certificate or Advanced Certificate (refer to the HEQF document) in a cognate field will satisfy the minimum requirement.
Insert additional text as follows: 75% of first year undergraduate Diploma programme entrants must have at least 23 unweighted NSC points or equivalent in accordance with the following table:

NSC %	NSC Rating
90-100	8
80-89	7
70-79	6
60-69	5
50-59	4

40-49	3
30-39	2
0-29	1

Note: 'Life Orientation' and 'Mathematics Literacy' are to be excluded from the points calculation.

Criterion 3(i) : Replace first sentence with : Full-time and/or Permanent academic staff teaching on undergraduate Diploma programmes generally have relevant academic qualifications higher than the exit level of the Diploma programme, but at least 75% of the full-time academic staff teaching on this programme must have at least a Bachelor's Degree or an equivalent professional qualification.
Note: For the purposes of this Policy, a permanent staff member is an employee who either (a) contributes to a retirement fund at the Institution being considered for accreditation, or (b) is employed fulltime (continuing appointment) on a contract of at least three years at such institution.

Criterion 3(iv) : Insert additional text as follows: Service provider departments must achieve a publication output rating of 0.6 per full-time academic staff member, calculated as a rolling average over three years, in accordance with the attached Annexure B - *Schedule of Weightings for Research Outputs*.
Note: Publication output ratings are calculated as follows:
A=total score   N=fulltime academic members of staff (excluding vacancies) in department
Standard = A / N ≥ 0.6

Criterion 4(i) : Add after first sentence: The full-time senior lecturer equivalent (SLE) staff : full-time equivalent (FTE) student ratio should not exceed 1:40 (excluding PG Diploma, Masters and PhD students).
Note: For the purposes of this Policy, the senior lecturer equivalent (SLE) calculation, per department, is the total recurrent and non-recurrent costs for full-time and part-time academic staff members (including all tutors and demonstrators), divided by the rand equivalent of the mid-point of the senior lecturer cost-of employment range.
An FTE student enrolment takes as a unit a student who is following a standard full- time curriculum. A part-time student who is taking (say) one third of a standard curriculum is counted as 0.33 of an FTE enrolment. FTE enrolments per department and per Faculty are built up from the course level, summing the unweighted credit values per course.

Criterion 18(iii) : Insert new sub-clause : At least 60% of graduates that exit tertiary education at this level must be in relevant employment within 12 months of graduation.

Advanced Diploma: NQF Exit Level 7 (prescribed programme comprises a minimum of 120 credits)

Criterion 1(iv) : Insert additional text as follows: Service providers are required to offer course material substantially covering the 'Fundamental' and 'Core' unit standards listed by the Quantity Surveying SGB for the 'Diploma in Quantity Surveying' qualification level.

Criterion 2(ii) : The minimum admission requirement is an appropriate 360-credit Diploma Level qualification.

Criterion 3(i) : Replace first sentence with : Full-time and/or Permanent academic staff teaching on undergraduate Advanced Diploma programmes generally have relevant academic qualifications higher than the exit level of the Advanced Diploma programme, but at least 75% of the full-time academic staff teaching on this programme must have at least a Bachelor's Degree or an equivalent professional qualification.

Note: For the purposes of this Policy, a permanent staff member is an employee who either (a) contributes to a retirement fund at the Institution being considered for accreditation, or (b) is employed fulltime (continuing appointment) on a contract of at least three years at such institution.

Criterion 3(iv) : Insert additional text as follows: Service provider departments must achieve a publication output rating of 0.8 per full-time academic staff member, calculated as a rolling average over three years, in accordance with the attached Annexure B - *Schedule of Weightings for Research Outputs*.

Note: Publication output ratings are calculated as follows:

A=total score   N=fulltime academic members of staff (excluding vacancies) in department

Standard = A / N ≥ 0.8

Criterion 4(i) : Add after first sentence: The full-time senior lecturer equivalent (SLE) staff : full-time equivalent (FTE) student ratio should not exceed 1:40 (excluding PG Diploma, Masters and PhD students).

Note: For the purposes of this Policy, the senior lecturer equivalent (SLE) calculation, per department, is the total recurrent and non-recurrent costs for full-time and part-time academic staff members (including all tutors and demonstrators), divided by the rand equivalent of the mid-point of the senior lecturer cost-of employment range.

An FTE student enrolment takes as a unit a student who is following a standard full- time curriculum. A part-time student who is taking (say) one third of a standard curriculum is counted as 0.33 of an FTE enrolment. FTE enrolments per department and per Faculty are built up from the course level, summing the unweighted credit values per course.

Criterion 18(iii) : Insert new sub-clause : At least 60% of graduates that exit tertiary education at this level must be in relevant employment within 12 months of graduation.

Bachelor's Degree: NQF Exit Level 7 (prescribed programme comprises a minimum of 360 credits)

Criterion 1(iv) : Insert additional text as follows: Service providers are required to offer course material substantially covering the 'Fundamental' and 'Core' unit standards listed by the Quantity Surveying SGB for the 'Bachelor's Degree in Quantity Surveying' qualification level.

Criterion 2(ii) : Currently a National Senior Certificate with Matriculation Endorsement or Exemption is required. Alternatively, a level 6 qualification (refer to the HEQF document) in a cognate field will satisfy the minimum entrance requirement.

Insert additional text as follows: 75% of first year bachelor's degree entrants must have 29 unweighted NSC points or equivalent in accordance with the following table:

NSC %	NSC Rating
90-100	8
80-89	7
70-79	6
60-69	5
50-59	4
40-49	3
30-39	2
0-29	1

Note: 'Life Orientation' and 'Mathematics Literacy' are to be excluded from the points calculation.

Criterion 3(i) : Replace first sentence with : Full-time and/or Permanent academic staff teaching on undergraduate Bachelors degree programmes generally have relevant academic qualifications higher than the exit level of the Bachelors programme, but at least 75% of the full-time academic staff teaching on this programme must have at least a Masters degree (NQF level 9) qualification.
Note: For the purposes of this Policy, a permanent staff member is an employee who either (a) contributes to a retirement fund at the Institution being considered for accreditation, or (b) is employed fulltime (continuing appointment) on a contract of at least three years at such institution.

Criterion 3(iv) : Insert additional text as follows: Service provider departments must achieve a publication output rating of 0.8 per full-time academic staff member, calculated as a rolling average over three years, in accordance with the attached Annexure B - *Schedule of Weightings for Research Outputs*.
Note: Publication output ratings are calculated as follows:
A=total score   N=fulltime academic members of staff (excluding vacancies) in department
Standard = A / N ≥ 0.8

Criterion 4(i) : Add after first sentence: The full-time senior lecturer equivalent (SLE) staff : full-time equivalent (FTE) student ratio should not exceed 1:40 (excluding PG Diploma, Masters and PhD students).
Note: For the purposes of this Policy, the senior lecturer equivalent (SLE) calculation, per department, is the total recurrent and non-recurrent costs for full-time and part-time academic staff members (including all tutors and demonstrators), divided by the rand equivalent of the mid-point of the senior lecturer cost-of employment range.
An FTE student enrolment takes as a unit a student who is following a standard full- time curriculum. A part-time student who is taking (say) one third of a standard curriculum is counted as 0.33 of an FTE enrolment. FTE enrolments per department and per Faculty are built up from the course level, summing the unweighted credit values per course.

Criterion 18(iii) : Insert new sub-clause : At least 60% of graduates that exit tertiary education at this level must be in relevant employment within 12 months of graduation.

Bachelor Honours Degree: NQF Exit Level 8 (prescribed programme comprises a minimum of 120 credits)

Criterion 1(iv) : Insert additional text as follows: Service providers are required to offer course material substantially covering the 'Fundamental' and 'Core' unit standards listed by the Quantity Surveying SGB for the 'Honours Degree in Quantity Surveying' qualification level.

Criterion 2(ii) : The minimum admission requirement is an appropriate 360-credit Bachelor's Degree (NQF Exit Level 7).

Criterion 3(i) : Replace first sentence with : Full-time and/or Permanent academic staff teaching on Bachelor's Honours programmes generally have relevant academic qualifications higher than the exit level of the Bachelor's Honours programme, but at least 75% of the full-time academic staff teaching on this programme must have at least a Masters level qualification.
Note: For the purposes of this Policy, a permanent staff member is an employee who either (a) contributes to a retirement fund at the Institution being considered for accreditation, or (b) is employed fulltime (continuing appointment) on a contract of at least three years at such institution.

Criterion 3(iv) : Insert additional text as follows: Service provider departments must achieve a publication output rating of 0.8 per full-time academic staff member, calculated as a rolling average over three years, in accordance with the attached Annexure B - *Schedule of Weightings for Research Outputs*.
Note: Publication output ratings are calculated as follows:
A=total score   N=fulltime academic members of staff (excluding vacancies) in department
Standard = A / N ≥ 0.8

Criterion 4(i) : Add after first sentence: The full-time senior lecturer equivalent (SLE) staff : full-time equivalent (FTE) student ratio should not exceed 1:40 (excluding PG Diploma, Masters and PhD students).
Note: For the purposes of this Policy, the senior lecturer equivalent (SLE) calculation, per department, is the total recurrent and non-recurrent costs for full-time and part-time academic staff members (including all tutors and demonstrators), divided by the rand equivalent of the mid-point of the senior lecturer cost-of employment range.
An FTE student enrolment takes as a unit a student who is following a standard full- time curriculum. A part-time student who is taking (say) one third of a standard curriculum is counted as 0.33 of an FTE enrolment. FTE enrolments per department and per Faculty are built up from the course level, summing the unweighted credit values per course.

Criterion 18(iii) : Insert new sub-clause : At least 60% of graduates that exit tertiary education at this level must be in relevant employment within 12 months of graduation.

Masters Degree: NQF Exit Level 9 (prescribed programme comprises a minimum of 120 credits)

Criterion 2(ii) : The minimum admission requirement is an appropriate Bachelors Honours Degree (NQF Exit Level 8).

Criterion 3(i) : Replace first sentence with : Full-time and/or Permanent academic staff teaching on Master's programmes generally have relevant academic qualifications higher than the exit level of the Master's programme. Universities are encouraged to aim for at least 75% of the full-time academic staff teaching on this programme having at least a Doctoral level qualification.

<u>Note:</u> For the purposes of this Policy, a permanent staff member is an employee who either (a) contributes to a retirement fund at the Institution being considered for accreditation, or (b) is employed fulltime (continuing appointment) on a contract of at least three years at such institution.

<u>Criterion 3(iv) :</u> Insert additional text as follows: Service provider departments must achieve a publication output rating of 0.8 per full-time academic staff member, calculated as a rolling average over three years, in accordance with the attached Annexure B - *Schedule of Weightings for Research Outputs*.
<u>Note:</u> Publication <u>output ratings</u> are calculated as follows:
A=total score   N=fulltime academic members of staff (excluding vacancies) in department
Standard = A / N ≥ 0.8

<u>Criterion 4(i) :</u> Add after first sentence: The full-time senior lecturer equivalent (SLE) staff : full-time equivalent (FTE) student ratio should not exceed 1:40 (excluding PG Diploma, Masters and PhD students).
<u>Note:</u> For the purposes of this Policy, the senior lecturer equivalent (SLE) calculation, per department, is the total recurrent and non-recurrent costs for full-time and part-time academic staff members (including all tutors and demonstrators), divided by the rand equivalent of the mid-point of the senior lecturer cost-of employment range.
An FTE student enrolment takes as a unit a student who is following a standard full- time curriculum. A part-time student who is taking (say) one third of a standard curriculum is counted as 0.33 of an FTE enrolment. FTE enrolments per department and per Faculty are built up from the course level, summing the unweighted credit values per course.

Policy implementation – existing accredited programmes

a) All service providers of programmes currently accredited by the SACQSP and whose administrative structure has not changed since last being granted accreditation, will be invited to submit a self-evaluation report covering SACQSP criteria 1 – 19 (where appropriate) by a date to be published from time to time by the SACQSP.

b)   Accreditation site visits shall take place to all responding institutions on dates to be agreed upon by the relevant tertiary institutions and the SACQSP.

c) Institutions which do not respond appropriately to the accreditation invitation by a date to be advised by the SACQSP will designated as "Not Accredited", and will be invited to participate with 'new programmes' in a later, two-stage accreditation process (see 'new programmes / programmes not previously accredited' below).

d) Where currently accredited service providers whose administrative structures relating to programmes have been significantly affected since last being granted accreditation (e.g. through institutional mergers), these institutions will be considered as 'new programmes / programmes not previously accredited' (see section below), once their current accreditation term expires.

e) The accreditation status of service providers will be publicly displayed on the website of the SACQSP. This will clearly indicate the programme level, and any *Conditions* that may apply to accreditation such as 'Candidacy', 'Provisional', etc.

Policy implementation – new programmes / programmes not previously accredited

a) All identified service providers of quantity surveying programmes will be advised of accreditation requirements in terms of the Quantity Surveying Profession Act (No. 49 of 2000), and provided with details of the new accreditation policy. The deadline for this process is to be established by the SACQSP and made known to such institutions at least 6 months ahead of any intended implementation. Such service providers are to be invited to formally signify acceptance into the accreditation process. The deadline for receipt of the institutional responses is shall be made known to each institution by the SACQSP.

b) Where service providers elect not to submit to the accreditation process, the appropriate registration authority (e.g. CHE, and possibly SAQA) is to be immediately advised and appropriate action taken.

c) Service providers of quantity surveying programmes that do enter the new accreditation system are required to enter into a two-stage accreditation system as described by the HEQC. The initial 'Candidacy' phase requires that these programme providers demonstrate, firstly, that they meet the SACQSP / HEQC's criteria for the candidacy phase (the input criteria), or, alternatively, that they have the potential or capability to meet these criteria in a stipulated period of time. The institution's application for candidacy status should be based on a critical self-evaluation of the new programme measured against the requirements of the SACQSP / HEQC's programme input criteria and should be submitted by a date to be made known by the SACQSP. A SACQSP panel of peers will evaluate applications for new programmes. The peer panel may also undertake a site visit, if necessary. If the requirements for candidacy are met, the SACQSP will award provisional accreditation to the new programme. This stage is to be completed by a date to be made known by the SACQSP. Where institutions that have indicated they wish to participate in the accreditation process fail to meet the deadline, they may apply to be re-considered after a period of 12 months.

d) Where provisional accreditation is granted following completion of the candidacy phase, service providers are required to participate in the further 'Accreditation' phase. Within one year of the provisional accreditation being granted, the institution must demonstrate that it has met any conditions set by the SACQSP during the candidacy phase. Acceptable reasons and relevant evidence have to be provided in instances where the conditions have not been met. The institution is also required to conduct a self-evaluation of the programme, using the SACQSP / HEQC's criteria for the accreditation phase, which include those for programme input, process, output and impact, and review. The institution must submit a programme progression (improvement) plan to address areas in need of attention as identified in the self-evaluation. A site visit may be conducted, if necessary. A new programme receives full accreditation only after the requirements for the accreditation phase have been met.

f) It should be noted that in both phases of accreditation, institutions will have the opportunity to further develop the programme where it does not meet the required criteria, on the expectation that they have the ability to remedy the problem areas and attain minimum standards within a stipulated period of time.

g) The accreditation status of service providers will be publicly displayed on the website of the SACQSP.

This will clearly indicate the programme level, and any *Conditions* that may apply to accreditation such as 'Candidacy', 'Provisional', etc.

Outcomes of programme evaluation

Academic programmes will be evaluated by SACQSP-appointed peer review panels of specialists against the criteria indicated in Annexure A. The scheduling of this process will be established by the SACQSP and will be made known to all institutions at least 6 months before being implemented.

All the criteria are regarded as relevant for ensuring and enhancing programme quality. The SACQSP also recognises the need for flexibility in the interpretation of the criteria, since the relative importance and weight to be attached to specific programme areas and their related criteria may differ between programmes. Members of the peer review panel have the responsibility for using their discipline and subject knowledge to make these judgements within the context of the programme that is evaluated. The review panel will first evaluate the programme against each individual criterion, using the following categories to classify the results in each instance:

(i) **Commend:** All the minimum standards specified in the criterion were fully met and, in addition, good practices and innovation were identified in relation to the criterion.

(ii) **Meets minimum standards***:* Minimum standards as specified in the criterion were met.

(iii) **Needs improvement***:* Did not comply with all the minimum standards specified in the criterion. Problems/weaknesses could be addressed in a short period of time not exceeding one year.

(iv) **Does not comply***:* Did not comply with the majority of the minimum standards specified in the criterion.

The outcomes of the programme evaluation as a whole should be determined in a holistic manner and not by merely calculating the sum total of the evaluations against individual criteria. The following classification will be used for the accreditation outcomes of the programme as a whole:

Programme type	Evaluation against stated criteria	Classification of accreditation outcomes
New programme **Candidacy phase**	**Exceeds minimum standards:** All minimum standards specified in the criteria were met and, in addition, examples of good practice and innovation were identified in relation to several criteria.	*Provisionally accredited*
	Complies with minimum standards: All minimum standards specified in the criteria were met.	*Provisionally accredited*
	Needs improvement: Not all minimum standards specified in the criteria were met. Problems / weaknesses could be addressed in a short period of time not exceeding one year.	*Provisionally accredited (with conditions)*
	Does not meet minimum standards: Did not meet the majority of minimum standards specified in the criteria.	*Not provisionally accredited*
New programme Accreditation phase	**Exceeds minimum standards:** All minimum standards specified in the criteria were met and, in addition, examples of good practice and innovation were identified in relation to several criteria.	*Accredited*
	Complies with minimum standards: All minimum standards specified in the criteria were met.	*Accredited*
	Needs improvement: Not all minimum standards specified in the criteria were met. Problems / weaknesses could be addressed in a short period of time not exceeding one year.	*Accredited (with conditions)*
	Does not meet minimum standards: Did not meet the majority of minimum standards specified in the criteria.	*Not accredited*
Existing programmes	**Exceeds minimum standards:** All minimum standards specified in the criteria were met and, in addition, examples of good practice and innovation were identified in relation to several criteria.	*Accredited*
	Complies with minimum standards: All minimum standards specified in the criteria were met.	*Accredited*
	Needs improvement: Not all minimum standards specified in the criteria were met. Problems / weaknesses could be addressed in a short period of time not exceeding one year.	*Accredited (with conditions)*
	Does not meet minimum standards: Did not meet the majority of minimum standards specified in the criteria.	*Not accredited*

Composition of panels for accreditation visits

Subject to approval by the HEQC, the composition of the visiting accreditation panel shall typically consist of:

- At least one academic with relevant accreditation experience, nominated by the ESR and appointed by the SACQSP

- One nominee from the relevant professional accrediting body e.g., SACQSP.

- One nominee from the relevant professional accrediting body secretariat

- One local employer nominated by the relevant professional accrediting body

- One programme external examiner from the university's or service provider's programme(s) nominated by the tertiary institution undergoing the accreditation inspection

- One nominee from the Council for the Built Environment

Internal review and HEQC accreditation

It is acknowledged that those institutions which have undergone HEQC visits, conduct approved (by the HEQC) internal reviews of programmes, and have been declared "self accrediting" institutions by the HEQC will be exempt from complying with the basic HEQC requirements. Such institutions will, however, still be required to comply with the relevant threshold standards of entry requirements, quality assurance, research output, and graduate employability, including the provision of documentary evidence of performance where necessary.

ANNEXURE A

PROGRAMME ACCREDITATION CRITERIA

CRITERION 1: Programme design

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

In order to meet the criterion, the following is required at minimum:

(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 are at present being developed within the context of the NQF.

(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)   Modules and/or 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 procedures 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. This includes the following, in addition to (i) – (vii) above:

- The programme promotes the students' understanding of the specific occupation for which they are being trained.

- Students master techniques and skills required for a specific profession or occupation.

- Work-based learning and placement in a work-based environment form an integral part of the curriculum, where possible.

(x) In the case of institutions with service learning as part of their mission:

- Service learning programmes are integrated into institutional and academic planning, as part of the institution's mission and strategic goals.

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

CRITERION 2: <u>Student recruitment, admission and selection</u>

Recruitment documentation informs potential students of the programme accurately and sufficiently, and admission adheres to current legislation. Admission and selection of students are commensurate with the programme's academic requirements, within a framework of widened access and

equity. The number of students selected takes into account the programme's intended learning outcomes, its capacity to offer good quality education and the needs of the particular profession (in the case of professional and vocational programmes).

In order to meet the criterion, the following is required at minimum:

(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) Admission requirements are in line with the degree of complexity of learning required in the programme, within the context of widening access and promoting equity.

(v) 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. The number of students is balanced against the intended learning outcomes of the programme and takes into account the mode(s) of delivery and the programme's components (modules/courses).

(vi)   In the case of professional and vocational programmes, the quality and number of students admitted takes into account the needs of the particular profession, consonant with the appropriate equity considerations.

CRITERION 3:   <u>Academic Staffing</u>

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.

In order to meet the criterion, the following is required at minimum:

(i)   Academic staff for undergraduate programmes have relevant academic qualifications higher than the exit level of the programme, but at minimum a degree. Academic staff for postgraduate programmes have 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. The qualifications of academic staff were awarded by recognised higher education institutions.

(ii)   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. In the case of professional programmes, 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.

(iii)   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.

(iv)   Academic staff members have research experience through their own research and/or studies toward higher education qualifications. The research area(s) of some of the academic staff members are relevant to the subject areas of the programme. In the case of postgraduate programmes, the research profile of the staff includes recognised research outputs.

(v)   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.

CRITERION 4: <u>Support Staffing</u>

The academic and support staff complement is of sufficient size and seniority for the nature and field of the programme and the size of the student body to ensure that all activities related to the

programme can be carried out effectively. The ratio of full-time to part-time staff is appropriate. The recruitment and employment of staff follows relevant legislation and appropriate administrative procedures, including redress and equity considerations. Support staff are adequately qualified and their knowledge and skills are regularly updated.

In order to meet the criterion, the following is required at minimum:

(i)   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.

(ii)   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.

(iii)   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.

(iv)   The academic staff complement is such that it ensures that students are exposed to a diversity of ideas, styles and approaches.

(v)   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.

(vi)   Administrative, technical and academic development support staff are adequately qualified for their duties, and opportunities exist for staff development.

(vii) 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.

CRITERION 5:   <u>Teaching and learning strategy</u>

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

In order to meet the criterion, the following is required at minimum:

(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:

- Is appropriate for the institutional type as reflected in its mission (programme types, research, teaching), mode(s) of delivery (contact/distance/e-learning), and its student composition (age, full-time/part-time, advantaged/disadvantaged), etc.

- Has mechanisms to ensure that teaching and learning methods are appropriate for the design and use of learning materials and instructional and learning technology.

- Provides for staff development opportunities where staff can upgrade their teaching methods.

- Contains targets, plans for implementation, ways of monitoring progress and evaluating impact, and mechanisms for feedback and improvement.

CRITERION 6: <u>Student assessment policies and procedures</u>

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.

In order to meet the criterion, the following is required at minimum:

(i)   The programme has appropriate policies and procedures in all modes of delivery for:

- 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.

- 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.

- 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.

- Ensuring the security of the assessment system, especially with regard to plagiarism and other misdemeanours.

- Development of staff competence in assessment.

(ii) 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.

CRITERION 7:   <u>Infrastructure and library resources</u>

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.

In order to meet the criterion, the following is required at minimum:

(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 clinical facilities, where appropriate. There are codes for clinical conduct, 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 nature 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:

•   Complement the curriculum.

•   Provide incentives for students to learn according to their own needs, capacity and pace.

•   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.

(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:   <u>Programme administrative services</u>

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

In order to meet the criterion, the following is required at minimum:

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

- Venues, timetables, access to library and IT facilities, availability of academic and support staff for student consultations, and student support services. Information and communication needs of students in remote (rural) areas receive due attention.

- Records of the students in the programme, including admission, progression, grades/marks, fees and graduation.

- Records of students in the programme for the National Learner Records Database (NLRD) of SAQA.

(ii) Effective administrative systems are in place for:

- with the needs of a diverse student population.

(iii) 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:

- Effective mechanisms to quality assure the processing and issuing of certificates.

- Effective security measures to prevent fraud or the illegal issuing of certificates.

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.

In order to meet the criterion, the following is required at minimum:

(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:

- 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.

- The supervisor has an appropriate research track record, as well as experience, expertise and peer recognition in the field of study.

- In the case of inexperienced or new supervisors, there is ongoing staff development and support, and joint supervision is explored as an option.

(iii) Explicit guidelines exist on the roles and responsibilities of supervisors and students and other matters relevant to the performance of research. These include the following:

- The nature, format and expected turnaround time for work submitted to the supervisor.

- 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: <u>Programme Co-ordination</u>

The programme is effectively coordinated in order to facilitate the attainment of its intended purposes and outcomes. In order to meet the criterion, the following is required at minimum:

(i)   An academic is identified as programme coordinator and operates within the framework of an agreed-upon mandate and defined procedures and responsibilities. This includes responsibility for:

- Ensuring the academic coherence and integrity of the programme and that all conditions for the delivery of the programme are met.
- Coordination of logistical and other issues regarding:
  o   The day-to-day delivery of the programme.
  o   All aspects of the programme quality management system, including the provision of resources.
  o   The review of the programme and feedback with a view to improvement.
  o   Monitoring of expenditure.

(ii)   Opportunities exist for student input and participation in relevant aspects of programme coordination.

(iii)   Policies for ensuring the integrity of certification processes for the qualification obtained through the programme are effectively implemented. These include:

- Mechanisms for monitoring the eligibility of candidates for the award of certificates.
- Mechanisms for quality assuring the processing and issuing of certificates.
- Security measures for preventing fraud or the illegal issuing of certificates.

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CRITERION 11: <u>Academic development for student success</u>

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

In order to meet the criterion, the following is required at minimum:

(i)   Staff responsible for academic development are adequately qualified and experienced for their task, and their knowledge and skills are regularly updated.

(ii)   Student and staff development initiatives are responsive to the needs of the students and staff. This includes foundational and skills-oriented provision for students.

(iii)   Curriculum development at programme and course/module levels includes strategies for language skills development, numeracy and cognitive skills which enhance the use of disciplinary discourse and skills by students.

(iv)   Additional student academic support is offered where necessary.

(v) The effectiveness of academic development initiatives is regularly monitored and feedback is used for improvement.

CRITERION 12: <u>Teaching and learning interactions</u>

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

In order to meet the criterion, the following is required at minimum:

(i)   Students are provided with guidance on how the different components of the programme (for example, subjects, courses and/or modules) contribute to the learning outcomes of the programme.

(ii)   There is an appropriate balance between, and mix of, different teaching and learning methods. Teaching and learning methods are appropriate to the design and use of the learning materials and instructional and learning technology.

(iii)   Suitable learning opportunities are provided to facilitate the acquisition of the knowledge and skills specified in the programme outcomes, and within the stipulated time.

(iv)   Students actively participate in the teaching and learning process.

(v)   The staff have opportunities to upgrade their teaching methods and there is facilitation of suitable learning opportunities.

(vi)   The effectiveness of teaching and learning interactions is regularly monitored and the results are used for improvement.

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CRITERION 13: <u>Student assessment practices</u>

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

In order to meet the criterion, the following is required at minimum:

(i)   Assessment is an integral part of the teaching and learning process and is systematically and purposefully used to generate data for grading, ranking, selecting and predicting, and for providing timely feedback to inform teaching and learning and to improve the curriculum.

(ii) The learning achievements of students are internally assessed by the academic staff responsible for teaching a course/module in terms of a system that includes internal moderation. This includes:

- Academic staff who teach a course/module are responsible for designing, implementing and marking both formative and summative student assessments, for recording results and for feedback to students.
- For summative assessment, especially where more than one marker is involved, internal moderation checks are undertaken to ensure the reliability of the assessment procedures.
- Procedures are in place and are followed to receive, record, process, and turn around assignments within a time frame that allows students to benefit from feedback prior to the submission of further assessment tasks.

(iii) The learning achievements of students on the exit level of a qualification are externally moderated by appropriately qualified people who have been appointed according to clear criteria and procedures and who conduct their responsibilities in terms of clear guidelines. External moderation includes the following:

- External moderators are recommended by the examining academic department, are independent experts in their fields, have qualifications at least on the same level as the qualification being examined, are changed regularly, are not appointed as part of reciprocal arrangements (where possible), and are approved by and responsible to Senate/equivalent body.
- The institution provides information on the curriculum and on continuous assessment, and guidelines to assist external moderators in the completion of their reports.
- External moderators mark fully at the exit level of the programme at least 10 percent of the examination scripts for each paper written and do random checks of at least 20 percent of examination scripts for each paper.
- Completed external moderator reports are returned to the lecturer concerned and also to the programme coordinator or head of department/school. Problems are discussed with the lecturer concerned and the programme coordinator monitors the implementation of agreed improvements. External moderators approve the final marks list for the qualification concerned.
- External moderators are expected to comment on the validity of the assessment instruments, the quality of student performance and the standard of student attainment, the reliability of the marking process, and any concerns or irregularities with respect to the observation of institutional/professional regulations.

(iv) Assessment practices are effective and reliable in measuring and recording student attainment of the intended learning outcomes. This includes the following:

- Assessment criteria are commensurate with the level of the qualification, the requirements of SAQA and, where appropriate, professional bodies, and are made explicit to staff and students.

- Learning activities and the required assessment performances are both aligned with learning outcomes at the programme and modular level.
- Learning outcomes for a programme/module and their link to assessment criteria and judgments are clearly stated and communicated to students. A range of appropriate assessment tasks is effective in measuring student attainment of the intended learning outcomes. There is at least one integrated assessment procedure for each qualification which is a valid test of the key purposes of the programme.
- A system is in operation for maximising the accuracy, consistency and credibility of results, including consistency of marking and concurrence between assessors and external examiners on the nature and quality of the evidence which indicates achievement of learning outcomes.
- Students' assessment records are reliable and secure. Assessment data is accessible to academic coordinators, administrators, teaching staff and students, as appropriate.

(v)   RPL is done in an effective, reliable and consistent manner.

CRITERION 14: <u>The Assessment System</u>

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

In order to meet the criterion, the following is required at minimum:
The assessment system is rigorous and secure. This includes:
- Institutional/faculty/professional rules governing assessment are published and clearly communicated to students and relevant stakeholders.
- Evidence is provided to demonstrate that these rules are widely adhered to.
- Breaches of assessment regulations are dealt with effectively and timeously.
- Students are provided with information and guidance on their rights and responsibilities regarding assessment processes (for example, definitions of and regulations on plagiarism, penalties, terms of appeal, supplementary examinations, etc.).
- Student appeals procedures are explicit, fair and effective.
- There are clear and consistent published guidelines/regulations for:
  o Marking and grading of results.
  o Aggregation of marks and grades.
  o Progression and final awards.
  o Credit allocation and articulation.

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CRITERION 15: <u>Coordination of work-based learning</u>

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

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

In order to meet the criterion, the following is required at minimum:
(i)   Learning contracts or agreements are implemented through which the student, the higher education institution and the employer can negotiate, approve and assess the objectives and outcomes of the learning process. Various parties, i.e. the institution, students, mentors and employers, adhere to the contract or agreement on their roles and responsibilities.
(ii)   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.
(iii)   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.
(iv)   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 16: <u>Delivery of postgraduate programmes</u>

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

In order to meet the criterion, the following is required at minimum:

(i) The postgraduate programme is managed properly and offers students opportunities to develop research competence. This includes the following:
- A senior academic with research and postgraduate supervision experience:
  - o Coordinates research programmes, monitors the progress of postgraduate students and oversees assessment procedures.
  - o Coordinates structured master's and doctoral programmes, monitors the progress of postgraduate students and oversees assessment procedures.
- Training is provided in research skills, including guidance on research design and methodology. Training is also provided in language, writing and numeracy skills, where required. Employment-related skills are developed, where appropriate.
- Monitoring and review of the postgraduate system takes place regularly and includes student feedback on the quality of the learning experience, supervision and support infrastructure.

(ii) Research is properly assessed, which includes the following (in addition to the requirements for assessment specified in Criterion 13
- At least one examiner external to the institution is appointed per dissertation/thesis.
- Without undermining the principle of assessment based on academic judgement, assessment decisions are made transparently and students are afforded reasonable access to information (e.g. examiners' reports).
- There are opportunities for students to defend their theses (e.g. through an oral defense).
- Higher degree committees or similar structures consider examiners' reports and make considered decisions about examination outcomes.

(iii) Policies for student admission and selection are effectively implemented (see Criterion 8).

(iv) Criteria for the selection and appointment of postgraduate supervisors are effectively implemented, as well as guidelines on the roles and responsibilities of supervisors and students (see Criterion 8).

Criteria for programme output and impact

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

CRITERION 17: <u>Student Retention and Throughput</u>

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

In order to meet the criterion, the following is required at minimum:
(i)   The programme coordinator has access to and monitors information on retention and throughput rates for the programme, also in terms of national benchmarks. Appropriate remedial action is taken where necessary.
(ii)   The race and gender profile of the qualifying class increasingly resembles that of the entering class.

CRITERION 18: <u>Employability</u>

The programme has taken steps to enhance the employability of students and to alleviate shortages of expertise in relevant fields, in cases where these are the desired outcomes of the programme.

In order to meet the criterion, the following is expected at minimum:
(i)   There is evidence that the programme attempted to have an impact on the employability of students, where these are the desired outcomes of the programme.
(ii)   Conscious efforts are made to get the programme acknowledged in the workplace/community and by other institutions. An improvement plan is put into operation, where necessary.

CRITERION 19: <u>Programme Effectiveness</u>

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.

In order to meet the criterion, the following is required at minimum:
(i)   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.
(ii)   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.

(iii)   Student throughput and retention rates are regularly reviewed, also with regard to national requirements.

(iv)   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.

(v)   Results of user surveys, reviews and impact studies are used in a regular evaluation of all programme aspects and to develop improvement plans.

ANNEXURE B

Schedule of Weightings for Research Outputs

University departments delivering a SACQSP accredited programme will be expected to achieve an average annual output rating (per full time academic staff member), according to the appropriate NQF Level of their qualification, in accordance with the following table:

Agreed Weightings for Research Outputs			
Research Activity	**Number**	**Weighting**	**Total**
DoE Subsidy Earning Accredited Articles		1.0	
Non-Subsidy Earning Intl Peer Reviewed Articles *		1.0	
Int'l Peer Reviewed Books *		4.5	
Int'l Peer Reviewed Chapters in Books *		1.0	
Published RSA Peer Reviewed Conference Proceedings		0.5	
Published Int'l Peer Reviewed Conference Proceedings *		0.5	
Abstracts in Proceedings of International Conference		Nil	
Other (e.g. trade journals and course manuals)		Nil	
Patents		1.0	
Total .			A

A = total score.

N = full time academic members of staff (excluding vacancies) in department

Standard of Research Output = Total Score (A) / full time academic staff

Minimum required - 240-credit Diploma qualification ≥ 0.6
 - 360-Bachelors or B-Tech qualification ≥ 0.8
 - 480-Bachelors with Honours qualification ≥ 0.8

* International Research outputs are subject to the SACQSP ESR
   Committee review