ENSURING THE
EXPERTISE TO GROW
SOUTH AFRICA

Standard for Certifying Training Academies and Accrediting Engineering Training Programmes

A-02-STA

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ECSA

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DEFINITIONS

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

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

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

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

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

Assessor: A professionally registered person who carries out the certification of Training Academies and/or the accreditation of engineering training programmes.

Candidate: A person who meets the requirements as described on Section 5.1 of document **R-01-POL-PC** and has registered with the ECSA in this category.

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

Certification: Formal recognition awarded to a Training Academy through a quality assurance procedure specifying that it meets the requisite criteria to offer engineering training programmes.

Certification Criteria: Statements of requirements that must be satisfied by a Training Academy in order to receive certification.

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Certified Training Academy: A Training Academy that has been evaluated and recognised by the ECSA as meeting the stated criteria.

Comment: Communicates impressions of the team and commendations or constructive criticism on negative factors that are not classified as deficiencies or concerns.

Competency Assessment: A summative assessment of an individual's competency against the prescribed Standard that is based on evidence in the individual's work, reports by qualified observers and other tests that may include a Professional Review.

Competency Standard: Statement of competence required for a defined purpose.

Concern: A matter that is not viewed as a deficiency but could potentially affect future compliance with an accreditation/certification criterion or criteria.

Continuing Professional Development (referred to herein as CPD): Continuing education and training as contemplated in Section 13(k) of the Engineering Profession Act, No. 46 of 2000. Continuing Professional Development also refers to the systematic maintenance, improvement and broadening of knowledge and skills and the development of the necessary personal qualities for the execution of professional and engineering duties throughout a person's engineering career. It is the learning and development that takes place after completion of educational studies and through which registered persons maintain and develop competencies to continue to perform their roles efficiently.

CPD Licensed Bodies (CPD Validator): Bodies determined and licensed through the powers of delegation of the ECSA for the purposes of verifying CPD Service Providers and validating CPD Activities for Category 1 CPD Activities in the main.

Deficiency: Terminology used to identify a condition or a combination of factors that does not conform to an accreditation criterion or criteria.

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

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

Exercise judgement, take responsibility and act ethically: Be responsible for making sound decisions and act ethically on the part of all engineering activities.

Final Report: An evaluation of the aspects of a Training Academy or engineering training programme that has been given notification of termination of certification/accreditation by the Training Academy and Development Committee after the previous visit; this may require a further visit.

Final Visit: Visit held at a time within the cycle stated by the Training Academy and Development Committee relating to the decision on the findings of the previous visit.

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

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

Impacts of Engineering Activities: The reasonably foreseeable social, cultural and environmental effects of engineering activities that must be recognised and assessed.

Initial Professional Development: Undertake sufficient accredited or non-accredited professional development activities to maintain and extend the competence of the Candidate during the candidacy phase.

Interim Report: An evaluation of the aspects of a Training Academy or engineering training programme as required by the Training Academy and Development Committee in making the decision on the findings of the previous visit; this may require a further visit.

Interim Visit: Visit held at a time within the cycle stated by the Training Academy and Development Committee in the decision regarding the findings of the previous visit.

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Managing Engineering Activities: Management is directed at achieving engineering results through the management of people, resources, processes, systems and money, which involves planning, organising, leading, implementing and controlling activities.

Mentor: A professionally registered person who guides the competency development of a Candidate in an appropriate category.

Outcome: At the professional level, a statement of the performance that a person must demonstrate to be judged competent.

Practice Area: A distinctive area of knowledge and expertise developed by an engineering practitioner by virtue of the path of education, training and experience followed.

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

Provisional Accreditation: A form of accreditation that may be awarded to a new or extensively revised engineering training programme through the evaluation of a quality assurance process after two (2) years of implementation.

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

Regular Visit: A visit that is held on a four-year cycle after the Training Academy's engineering training programme has been accredited by the ECSA.

Reviewer: A professionally registered person who carries out the Professional Review assessment.

Stage 1: The point in the process of professional registration at which a person's qualification is assessed against the required educational qualification outcomes.

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

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Supervisor: A person who oversees and controls engineering work performed by a Candidate.

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ABBREVIATIONS

CPD	Continuing Professional Development
CV	Curriculum Vitae
ECSA	Engineering Council of South Africa
EPA	Engineering Profession Act, No. 46 of 2000
ER	Engineering Report
IEA	International Engineering Alliance
IPD	Initial Professional Development
RPS	Research, Policy and Standards
TADC	Training Academy and Development Committee

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1. INTRODUCTION

The Engineering Council of South Africa (ECSA) is a statutory body established in terms of Section 2 of the Engineering Professions Act, No. 46 of 2000 (EPA). The ECSA's primary role is to regulate the engineering profession in terms of the EPA.

The core functions of the ECSA are accreditation of engineering programmes, registration of persons as Candidates and Professionals in an appropriate registration category and regulation of the practice of registered persons. The ECSA is the only body in South Africa that is authorised to register engineering professionals who meet the necessary professional registration standards.

This document defines the Standard required for the certification of Training Academies and the accreditation of the associated engineering training programmes.

2. BACKGROUND

The illustration below defines the documents that comprise the ECSA system for the Standards required for certifying Training Academies and accrediting engineering training programmes. The illustration also locates the current document.

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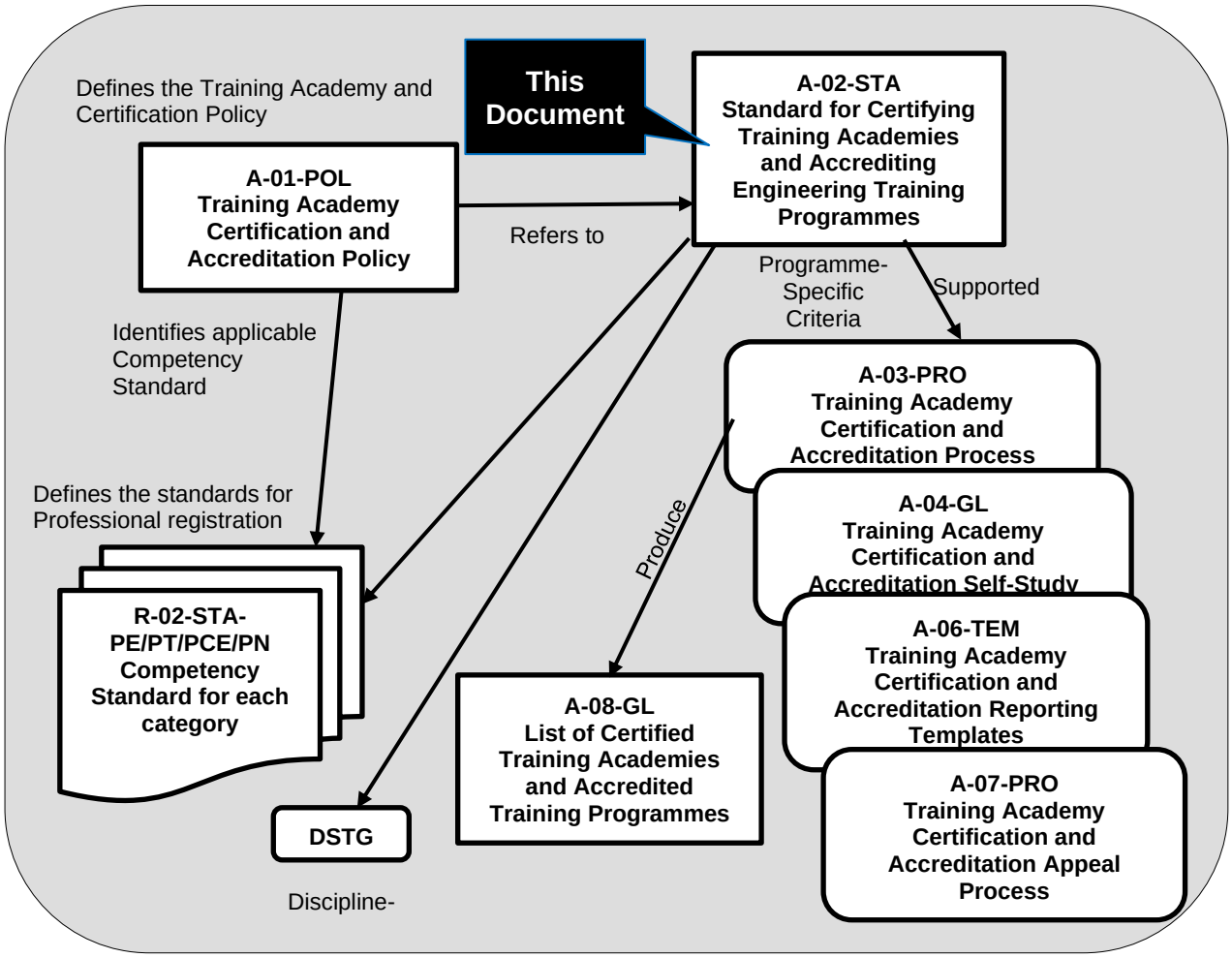

Figure 1: Documents defining the ECSA Training Academy Certification and Accreditation system

3. STANDARD STATEMENT

This Standard supplement the **A-01-POL** that governs the certification of Training Academies and the accreditation of associated engineering training programmes. The objective of engineering Training Academies is to ensure that the candidacy phase is fast tracked and in turn, professionally register more Candidates. A Candidate who is involved in an academy enjoys the benefit of training within an organisation that is certified by the ECSA, and this gives

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the Candidate the advantage of being a well-rounded registered Candidate who has already addressed the Stage 1 requirement for professional registration.

Note: This Standard is designed to meet the fundamental requirements for the establishment and certification of a Training Academy and the accreditation of the associated engineering training programmes. Furthermore, the Standard is set to meet the required criteria and to offer a training that enhances the level of competency that is required by Candidates to make them eligible for professional registration in the appropriate engineering category in a particular discipline.

4. APPLICABLE LEGISLATIVE FRAMEWORK

The following legislative documents are applicable to this Standard:

- Engineering Profession Act, No. 46 of 2000
- Council for the Built Environment Act, No. 43 of 2000
- National Skills Development Act, No. 97 of 1998

Note: Policy directives are as determined from time to time by the minister of Public Works and Infrastructure as the shareholder on behalf of the South African government.

5. NATIONAL AND INTERNATIONAL COMPLIANCE

This Standard is in line with ECSA's core functions of accreditation of engineering programmes, registration of persons as Candidates and Professionals in an appropriate registration category, and regulation of the practice of registered persons. The ECSA is a member of the International Engineering Alliance (IEA) and has signed a number of Mutual Recognition Agreements with other authorised members of the IEA. This Standard has incorporated rules and guidelines of IEA Competency Agreements to ensure compliance with IEA rules.

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6. STANDARD PROVISIONS

This Standard sets the criteria for certifying Training Academies and accrediting the associated engineering training programmes. It aims to assist Training Academies in establishing themselves as training organisations and to support Candidates in meeting the requirements of all 11 outcomes for professional registration.

6.1 Criteria for the resourcing and sustainability of Training Academies

As defined in document **A-01-POL**, a Training Academy must be adequately resourced and led to ensure that it is able to support any associated accredited engineering training programme. Training Academies must be set up so that most of the learning and training takes place in the functional departments or areas of work where the Candidates are placed. To qualify for certification and ensure sustainability, Training Academies must ensure that an environment is created for effective learning to take place through the direct participation of Candidates in organisational activities. The following must, therefore, be established and evidenced:

- **Organisational mission and organogram:** The training and learning programme must be managed and directed at the executive management level with a well-defined delegated line of responsibilities within the programme structure. An organogram that explains this delegated line of responsibility must be available and must clearly indicate how cross-functional responsibilities are linked to the organogram.

- **Organisational work area and activities:** A list of all areas of work must be provided, including a list of key organisational activities per work area that are suitable for satisfying each ECSA outcome and as such are specified in an engineering training programme.

- **Engineering training programme structure:** The engineering training programme structure offered by the Training Academy must mirror the professional registration outcomes through the work methods, processes and normal work routines of the organisations where the Candidates are placed. Outcomes that may not be mirrored in the normal work processes must be mitigated through other means, including

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Continuing Professional Development (CPD) activities. Records of these activities and evidence of the organisational commitment towards the Initial Professional Development (IPD) process must be kept. Ultimately, the programme must satisfy all the requirements of each outcome for it to qualify for accreditation. Staff responsible for the engineering training development programme must be adequately qualified, experienced and skilled in line with the Skills Development Act.

- **Candidates:** The selection and admission of Candidates should be linked to the Training Academy's equity and diversity plans; this includes the ability to admit disabled Candidates.

- **Candidate internet facilities:** This will enable the Candidate to complete the relevant training on engineering activities successfully.

- **Strategy and Performance Management:** The Training Academy must have a strategy in place for the recruitment, development and retention of Candidates, Supervisors and Mentors that is aligned with their diversity plans. This should include succession-planning strategies for Candidates to progress through the organisational layers of functional authority. Supervisors should be qualified and/or experienced in coaching Candidates on the work assigned to them. The engineering training programmes offered by the Training Academy must be quality assured.

- **Programme Funding:** The Training Academy must provide an adequate operational budget that is to be used for funding the engineering training programme, with part of the budget being allocated to Mentor remuneration.

In general, resource allocation must be executed in such a way that it can adequately and effectively support and maintain both the activities of the Training Academy and those of the engineering training programmes so that the programme structure can be a true representation of the programme's ability to produce Candidates who are fully eligible for professional registration. The resources allocated to the engineering training programme(s) must be capable of facilitating the relevant technical training.

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6.2 Criteria for accrediting an engineering training programme

This section defines the criteria for establishing and accrediting engineering training programmes within a Training Academy that are generic and are applied to each category of registration and each discipline.

This section of the Standard sets the criteria for accrediting engineering training programmes. It assists Training Academies in supporting Candidates to meet the requirements of all 11 outcomes for professional registration. As per document **A-01-POL**, three criteria should be addressed when accrediting engineering training programmes:

- Competence outcomes
- Work horizon
- Qualified Mentors

6.2.1 Criterion 1: Competency outcomes

The 11 educational Graduate Attributes combined with the building blocks of competencies lay a robust foundation for the satisfactory achievement of the 11 professional registration outcomes. Policy documents **R-02-STA-PE/PT/PCE/PN** and **R-02-STA-SC** define competence as the ability of Candidates following the alternative route to a wide range of organisational activities, including engineering activities, to provide sufficient evidence of having obtained the applied theoretical or academic knowledge outcomes at exit level through their university or practice.

The 11 outcomes have, therefore, been classified into five groups to facilitate easier and more convenient matching of the outcomes with the operational structures of business organisations. Policy documents **R-02-STA-PE/PT/PCE/PN** and **R-02-STA-SC** provide a comprehensive description of these outcomes in the context of their relevance to the work environment.

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Group A: Engineering Problem Solving

Registration is not possible without all of the following three outcomes being satisfactorily met. These outcomes represent the core of engineering, and the training of academics must be structured such that it enables a Candidate to develop the competencies required to meet this group of outcomes.

While Engineering Candidates are expected to supply evidence of having achieved this group of outcomes in all or most of their engineering work, it is critical that they also demonstrate capability in achieving these outcomes in the type of work that involves complex / broadly defined / well-defined / specifically defined engineering activities.

Outcome 1: Define, investigate and analyse complex / broadly defined / well-defined / specifically defined engineering problems as appropriate.

Outcome 2: Design or develop solutions to complex / broadly defined / well-defined / specifically defined engineering problems.

Outcome 3: Comprehend and apply advanced knowledge, principles and specialist knowledge in addition to jurisdictional and local knowledge.

These outcomes are the manifestation of the first three (3) of the eleven (11) Graduate Attributes associated with academic learning at Institutions of Higher Learning. They constitute the core of all engineering disciplines.

The outcomes must be demonstrated in both general engineering practice and discipline-specific training experience. For example, while the workplace may require that Candidates undertake general engineering work as part of the suite of services or products that the organisation offers, it is important for Candidates to become involved in a sufficient amount of engineering work at the level defined in documents **R-02-STA-PE/PT/PCE/PN** and **R-02-STA-SC**.

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Group B: Managing Engineering Activities

This group of outcomes requires a Candidate to be actively involved in as many organisational activities as possible and to be an advocate of merging and aligning the engineering activities with other activities in the business value chain. Management of activities transcends the management of people and resources. It requires Candidates to be particularly involved in the management of external and internal stakeholders such as clients, regulators, suppliers, and departments or functional divisions within the organisation.

Effective communication and presentation skills form a critical element of the management of activities. It is, therefore, important for the Candidate to develop the competencies that are required for Group A activities so that they are able to articulate these competencies well in their organisational activities through the effective management and communication skills developed in the Group B outcomes.

Outcome 4: Manage part or all of the organisational activities, including engineering activities and individual, team and multidisciplinary working.

Outcome 5: Communicate clearly with others in the course of engineering activities.

Group C: Risk and Impact Mitigation

Engineering work is associated with enormous risk to the safety and health of the public. Engineering activities are also associated with environmental degradation and thus pose a threat to the continued existence of the natural resources that are required to sustain future generations. It is, therefore, critical that Candidates are knowledgeable about all matters of safety, health and environmental protection applicable to their work environment. The following outcomes have been developed to meet this objective.

Outcome 6: Recognise and address the reasonably foreseeable social, cultural and environmental effects of complex / broadly defined / well-defined engineering activities.

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Outcome 7: Meet all legal and regulatory requirements and acknowledge the health and safety of persons in the course of engineering activities.

Group D: Act Ethically, Exercise Judgement and Take Responsibility

Engineering work may have huge safety, health, environmental and financial ramifications if it is not undertaken with due diligence and accountability for the beneficial value of all the stakeholders involved. This means that in the course of undertaking their engineering work, Candidates must be meticulous, methodical and systematic in their approach. The following outcomes have been developed to equip Candidates with the skills required to demonstrate the sense of due diligence and accountability in their work.

Outcome 8: Conduct organisational activities ethically with due regard to corporate governance issues.

Outcome 9: Exercise sound judgement in the course of complex / broadly defined / well-defined engineering activities.

Outcome 10: Be responsible for making decisions on part of or all of the complex / broadly defined / well-defined engineering activities.

Group E: Initial Professional Development

The engineering profession is continually evolving with frequent introduction cycles of lines of new products, systems, processes and services. It is, therefore, important that Candidates keep themselves up to date regarding the development and activities taking place in the engineering profession. Furthermore, Candidates must actively engage in new learning at their workplaces and through the network of open learning offered by voluntary professional associations and bodies, service providers and/or academic institutions. Through the process of continuous learning and training, engineering professionals will have access to the latest developments in the knowledge economy and will, therefore, be able to use this knowledge to introduce innovative and more efficient work practices.

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Outcome 11: Undertake sufficient professional development activities to maintain and extend competency.

6.2.2 Criterion 2: Work horizon

This is by far the most important part of professional development because the nature of the work that Candidates perform in their respective organisations contributes enormously to the development of their professional registration competencies. It is, therefore, critical that academies ensure that the Candidates' work activities and assignments mostly fall in line with the engineering training programmes that have been developed by their organisations to enable the Candidates to register with the ECSA. The essential elements of an engineering training programme are as follows:

- The programme must ensure that there is a reasonably sufficient variety of tasks for the Candidates to perform.
- The nature of the tasks must progressively increase the level of competence in addition to all other mandatory work activities that the organisation requires Candidates to perform.
- The programme must provide Candidates with an opportunity to achieve an increasing level of responsibility in the execution of their tasks.

Workplace learning and training forms the foundation underlying the building of the competencies that are required to meet all or most of the outcomes, depending on the nature of the business in which the organisation is involved. In the case where some of the outcomes may not be achieved satisfactorily due to the limited scope of the organisation's line of business, the other stages of the training process, namely CPD, mentoring and secondment may be used to augment this shortfall.

However, the emphasis must be initially placed on saturating the engineering training programme with as many of the required activities for professional development that the Training Academy is able to offer. Hence, as part of the ECSA accreditation process, the

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Training Academy is required to provide a list of activities that occur within its work environment and subsequently to demonstrate how these activities have been incorporated into the Candidate's training programme. This is discussed in further detail under the structure of the programme.

It is, therefore, important that when structuring the workplace engineering training programme, Training Academies must ensure that the programme forms an integral part of the work activities and that it is not an isolated process. It is only through this integrated approach that Candidates will progressively be able to take over, increasing their levels of responsibility in their workplaces and developing confidence over time as they become directly involved with organisational activities.

The organisation must have a work horizon within the engineering programme that is not less than the minimum accreditation period of four years.

6.2.3 Criterion 3: Qualified Mentors

As defined in document **A-01-POL**, a Mentor is a professionally registered person who guides the competency development of a Candidate in an appropriate category, and the Supervisor/Coach is a person who oversees and controls the engineering work performed by a Candidate and coaches the Candidate in fulfilling the requirements for registration.

A person or persons must be assigned to guide the Candidate in developing the appropriate competencies that are aligned with the outcomes. The Training Academy must identify persons to act as Mentors for Candidates from within or outside the organisation or both, whichever option is preferable. These persons should be professionally registered persons with the ECSA in an appropriate category and have contextual knowledge in the Candidate's discipline.

Registered persons should adhere to the code of conduct, and it is paramount that Mentors are in good standing with the ECSA. Once a person is a registered professional, the onus is upon them to inform the ECSA if there are any changes in their circumstances as

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contemplated in Section 19(3a) of the EPA. Part of being in good standing entails complying with CPD since it is crucial for the Mentor to be up to date with current practice in industry.

Mentors must ensure that Candidates are exposed to real-world projects, dealing with clients and design teams and working to real deadlines defined in the contracts.

Performance monitoring and measurements

The engineering training programme must have a system to measure the performance of Candidates in all the areas of their work and career development towards professional registration. This performance measurement must also include the monitoring of the performance of the Mentors and Supervisors towards the development of their Candidates. Therefore, Training Academies are required to implement performance-measuring systems for Candidates in their engineering training programmes as part of the accreditation process. The mandatory requirements of the system must include the following:

- A database system that captures all the training and learning activities as they are completed.
- An evaluation process that determines the level of competence achieved.
- Work-based key performance indicators that are integrated to a reasonable extent with the competencies required by the ECSA registration outcomes.
- A functional performance management system. The performance of the Supervisors and Mentors must be built into this system.

The effectiveness of the training will be calculated by determining the percentage of Candidates who progress to professional registration after completion of the engineering training programme.

7. THE CERTIFICATION CYCLE

The certification cycle is four (4) years and is aligned with the regular accreditation visit cycle should any engineering training programmes be accredited.

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A Training Academy that is certified for a period shorter than the full cycle with the requirement that the deficiency (defined in Section 7.3) is remedied remains certified and should be described as such to the public by the ECSA and the organisation.

The Training Academy must approach the ECSA within six (6) months of the successful completion of an Initial Desktop Evaluation to initiate the process of Certification.

7.1 Certification findings and decisions

Decisions of the Training Academy and Development Committee regarding the Training Academy are based on the report of the Certification Team's findings at the visit. Findings are reported using the structure defined in document **A-04-GL**, which addresses the outcomes, the content, the effectiveness of learning and mentoring, and the critical success factors that confirm the sustainability of the Training Academy.

In the case of an Initial Desktop Evaluation, only the section of prose in the report should be completed. This component should, however, be comprehensive and guided by the detailed questions.

7.2 Responsibility for reporting

The Panel Leader for the Training Academy is responsible for the quality of the report to the Training Academy and Development Committee. The report must clearly distinguish between matters that affect certification decisions and matters identified for the improvement of the Training Academy. The Visit Report must provide sufficient detail for the Training Academy and Development Committee to make an informed certification decision. The report is sent to the Training Academy and must clearly indicate matters that require remediation or that relate to the relevant criteria. The report must not prescribe any methods to address issues.

A deficiency may be declared if the Training Academy fails to produce evidence in the documentation or at the Site Visit to demonstrate that a certification criterion has been satisfied.

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7.3 Certification decision rules

Decision rules DC1–DC6 are guided by the principles that are presented below.
Where the Training Academy is judged by the Training Academy and Development Committee to have

- no deficiencies, the Training Academy must be granted certification to the year of completion of the certification cycle.
- deficiencies, which after the Interim and Final reports still compromise the Training Academy's ability to offer accredited engineering training programmes, the Training Academy must not be granted further certification.
- deficiencies that do not compromise the Training Academy's ability to offer accredited engineering training programmes, the Training Academy must be granted certification for a period not exceeding two (2) years conditional on the Training Academy undertaking to improve where required and the improvements being verified by means of an interim evaluation before the end of the period.

Certification decisions are made guided by the criteria highlighted in this document and can lead to any of the decisions.

In the case of a Training Academy:

DC1. If no deficiencies are identified, certification until the year of the next Regular Visit will be granted. Concerns may exist that must be addressed with the result being assessed at the next visit. If deficiencies are identified via the criterion, rules DC2 to DC6 will be applied.

DC2. In the case of a Regular Visit with identified deficiencies, certification for a period not exceeding two (2) years will be granted on the understanding that the Training Academy and Development Committee will allow the Training Academy time to bring about the required improvements. One of the following mechanisms will be used to verify that the Training Academy has remedied the deficiencies:

a) An Interim Visit within one to two years of the original visit
b) The submission of an Interim Report within 6 to 24 months of the original visit.

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The Training Academy and Development Committee will only adopt this measure if it is clear that

- the result of remediation can be assessed objectively.
- the deficiencies can be remedied within two (2) years.
- verification by report is appropriate.

Concerns may exist and must be addressed with the result being assessed at the next Regular Visit. In the decision letter, the Training Academy and Development Committee must specify the parts of the documentation defined in document **A-06-TEM** that must be included in the self-study report of the visit.

DC3. In the case of evaluation by an Interim Report with identified deficiencies, an Interim Visit within six (6) months of consideration of the report may be required.

DC4. In the case of evaluation by means of an Interim Visit with identified new or previously declared deficiencies, a notice to terminate certification will be issued and a Final Visit within 12 months of the Interim Visit will be required.

DC5. In the case of a Final Visit with identified new or previously declared deficiencies, certification will be withdrawn. Whether withdrawal is to take place with immediate effect or whether certification extends to the Candidates of the current year will be determined.

DC6. At any visit with current or previously declared deficiencies, if the Training Academy and Development Committee judges that there is a demonstrable lack of commitment or capacity on the part of the organisation to address these deficiencies, a notice to terminate certification will be issued, and a Final Visit within six (6) months of the decision will be required.

<u>Organisation response in cases of decisions with identified deficiencies</u>

In the case of decisions DC2, DC4 and DC6 (other than certify at the next Regular Visit), within two (2) months of the date of the letter conveying the certification decision, the provider must acknowledge the decision and commit to the time scale laid down for the next report or visit.

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In the case of a programme submitted for Initial Desktop Evaluation, the issues presented below must be noted.

The Training Academy and Development Committee must express an opinion on the planned programme taken from OC1, OC2 or OC3 or OC2 and OC3 in combination with the following:

- OC1: The planned Training Academy as reflected in the documentation is free from deficiencies and concerns.
- OC2: Aspects of the planned Training Academy as reflected in the documentation are potentially deficient in the respects listed above.
- OC3: Aspects of the planned Training Academy as reflected in the documentation are causing concern in the respects listed above.

General requirement

Where deficiencies and concerns are to be addressed, the Training Academy must be given freedom by the Training Academy and Development Committee to determine how it will bring about the necessary improvements, including alternative approaches.

7.4 Material change during a period of certification

During the period of certification, the Training Academy is required to notify the ECSA of the following:

- Any changes to the Training Academy that could potentially affect compliance with the certification criteria or
- Altered conditions that could be detrimental to the sustainability of the Training Academy

Certification may be reviewed if such changes take place. The Training Academy is expected to provide the ECSA with any information that may be requested. Having considered the information provided, the Training Academy and Development Committee must determine a course of action within the policy and procedures.

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8. THE ACCREDITATION CYCLE

The accreditation cycle is four (4) years. Accreditation may be granted for a shorter period of one (1) to two (2) years for an engineering training programme that requires remediation to meet the accreditation criteria. The period of accreditation must not extend beyond the next Regular Visit.

Providing the deficiency (defined in Section 8.3) has been remedied, an engineering training programme that is accredited for a period shorter than the full cycle remains accredited and should be described as such to the public by the ECSA and the Training Academy.

8.1 Accreditation findings and decisions

Decisions of the Training Academy and Development Committee regarding an engineering training programme are based on the report of the Accreditation Team's findings at the visit. Findings are reported using the structure defined in document **A-04-GL**, which addresses the outcomes, the content, the effectiveness of learning and mentoring and the critical success factors that confirm the sustainability of the engineering training programme.

In the case of an Initial Desktop Evaluation, only the section of prose in the report should be completed. This component should, however, be comprehensive and guided by the detailed questions.

8.2 Responsibility for reporting

The Panel Leader for an engineering training programme accreditation is responsible for the quality of the report to the Training Academy and Development Committee. The report must clearly distinguish between matters that affect accreditation decisions and matters identified for the improvement of the engineering training programmes. The Visit Report must provide sufficient detail for the Training Academy and Development Committee to make an informed accreditation decision. The report is sent to the Training Academy and must clearly indicate

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matters that require remediation or that relate to the improvement of engineering training programmes. The report must not prescribe any methods to address issues.

A deficiency may be declared if the Training Academy fails to produce evidence in the documentation or at the Site Visit to demonstrate that an accreditation criterion has been satisfied.

8.3 Accreditation decision rules

Decision rules D1 to D9 are guided by the principles that are presented below.

An engineering training programme judged by the Training Academy and Development Committee to have

- no deficiencies will be granted accreditation to the year of completion of the accreditation cycle.
- deficiencies that after the Interim and Final reports still compromise the Candidate's competency requirements for registration will not be granted further accreditation.
- deficiencies that do not compromise the Candidate's competency requirements for registration will be granted accreditation for a period not exceeding two (2) years conditional on the Training Academy undertaking to improve the engineering training programme and the improvements being verified by means of an interim evaluation before the end of the period.

The accreditation decisions presented below are guided by the criteria highlighted in this document.

<u>In the case of an engineering training programme:</u>

D1. For any type of visit: If no deficiencies are identified, accreditation until the year of the next Regular Visit will be granted. Concerns may exist that must be addressed with the result being assessed at the next visit. If deficiencies are identified via the four criteria, rules D2 to D7 appropriate to the type of visit will be applied.

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D2. In the case of a Regular Visit with identified deficiencies, accreditation for a period not exceeding two (2) years will be granted on the understanding that the Training Academy and Development Committee will allow the organisation time to bring about the required improvements. One of the following mechanisms will be used to verify that the provider has remedied the deficiencies:

(a) An Interim Visit within one to two years of the original visit.
(b) The submission of an Interim Report within 6 to 24 months of the original visit.

The Training Academy and Development Committee must adopt this measure only if it is clear that

- the result of remediation can be assessed objectively.
- the deficiencies can be remedied within two (2) years.
- verification by report is appropriate.

Concerns may exist and must be addressed, with the result being assessed at the next Regular Visit. In the decision letter, the Training Academy and Development Committee must specify the parts of the documentation defined in document **A-06-TEM** that must be included in the self-study report of the visit.

D3. In the case of evaluation by an Interim Report with identified deficiencies, an Interim Visit within six (6) months of consideration of the report may be required.

D4. In the case of evaluation by means of an Interim Visit with identified new or previously declared deficiencies, a notice to terminate accreditation will be issued and a Final Visit within 12 months of the Interim Visit will be required.

D5. In the case of a Final Visit with identified new or previously declared deficiencies, accreditation will be withdrawn. Whether withdrawal is to take place with immediate effect or whether accreditation extends to the Candidates of the current year will be determined.

D6. At any visit with current or previously declared deficiencies, if the Training Academy and Development Committee judges that there is a demonstrable lack of commitment or capacity

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on the part of the Training Academy to address deficiencies, a notice to terminate accreditation will be issued, and a Final Visit within six (6) months of the decision will be required.

D7. If the Training Academy and Development Committee judges that the engineering training programme is to receive accreditation on condition that implementation continues according to the documented plans and the identified deficiencies or concerns can be remedied, Provisional Accreditation will be granted.

D8. If the issues in D7 are not addressed, Provisional Accreditation will not be granted for the programme.

Organisation response in cases of decisions with identified deficiencies

In the case of decisions D2, D4 and D6 (other than accredit at the next Regular Visit), within two (2) months of the date of the letter conveying the accreditation decision, the provider must acknowledge the decision and commit to the time scale laid down for the next report or visit.

In the case of a programme submitted for Initial Desktop Evaluation, the issues presented below must be noted.

The Training Academy and Development Committee must express an opinion on the planned programme taken from OC1, OC2 or OC3 or OC2 and OC3 in combination with the following:

- OC1: The planned engineering training programme as reflected in the documentation is free from deficiencies and concerns.
- OC2: Aspects of the planned engineering training programme as reflected in the documentation are potentially deficient in the respects listed above.
- OC3: Aspects of the planned engineering training programme as reflected in the documentation are causing concern in the respects listed above.

General requirement

Where deficiencies and concerns are to be addressed, the Training Academy must be given freedom by the Training Academy and Development Committee to determine how it will bring about the necessary improvements, including alternative approaches.

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8.4 Material change during a period of accreditation

During the period of accreditation of an engineering training programme, the Training Academy is required to notify the ECSA of the following:

- Any changes to the engineering training programme that could potentially affect compliance with the accreditation criteria, including changes to the programme structure, content and assessed outcomes
- Altered conditions that could be detrimental to the sustainability of the engineering training programme

Accreditation or Provisional Accreditation may be reviewed if such changes take place. The Training Academy is expected to provide the ECSA with any information that may be requested. Having considered the provided information, the Training Academy and Development Committee must determine a course of action within the policy and procedures.

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REVISION HISTORY

Revision Number	Revision Date	Revision Details	Approved By
Rev. 0.1	06 September 2017	Adapted from E-02-PE	JH Cato
Rev. 0.2	16 September 2017	Additions and changes	Working Group
Rev. 0.3	19 September 2017	Minor changes	Working Group
Rev. 0.4	28 September 2017	Incorporation of workshop comment	JH Cato
Rev. 1	09 October 2017	Approved	PDSGC
Rev. 1	16 November 2017	For ratification	Council
Rev. 2	18 June 2020	Aligned with the ECSA Policy on Policies Framework Approval	RPSC
Rev. 3 Draft A	5 December 2021	Introduced certification of Training Academies and accreditation of engineering training programmes	Working Group
Rev. 3 Draft B	20 January 2022	Review with the Education BU	RPS BU and Education BU
Rev. 3 Draft C	2 February 2022	Submission to the ATT for inputs and comments	RPS BU and Education BU
Rev. 3 Draft D	22 February 2022	Submission to the TADC for inputs and comments	RPS BU and Education BU
Rev. 3 Draft E	17 March 2022	Submission to the ATT for inputs and comments	RPS BU and Education BU
Rev. 3 Draft F	30 March 2022	Review and Recommendation for Approval	Executive RPS: EL Nxumalo

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Rev.3	12 April 2022	Approval	RPSC
Rev.3	23 June 2022	Ratification	Council

The Standard for

Certifying Training Academies and Accrediting Engineering Training Programmes

Revision 3 dated 12 April 2022 and consisting of 30 pages has been reviewed for adequacy by the Business Unit Assistant Manager and is approved by the Acting Executive: Research, Policy, and Standards **(RPS)**.

..... 19 July 2022

Business Unit Assistant Manager Date

..... 19 July 2022

Acting Executive: RPS Date

This definitive version of this policy is available on our website

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