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**Annexure 4 to E-14-P: Template for Visit Reports on the Diploma in Engineering-type programmes**

**1. Institution, programme and team details**

|      |  |        |
|------|--|--------|
| 1.1  | University   |        |
| 1.2  | Department   |        |
| 1.3  | Qualification: Full title, including branch/option                     |        |
|      | Qualification abbreviation   |        |
| 1.4  | Person responsible for programme                                       |        |
| 1.5  | Dates of Visit   |        |
| 1.6  | Team   | Leader |
|      |  | Member |
|      |  | Member |
|      |  | Member |
| 1.7  | Observers: Name and affiliation  |        |
| 1.8  | Type of evaluation: Regular Visit, Interim Visit/Report or Final Visit |        |
| 1.9  | Date of Previous Visit   |        |
| 1.10 | Decision of Previous Visit   |        |

*See main document, E-14-P Rev. 3 Draft A, for instructions on completing the Report.*

**2. Background to the visit**

**3. Criteria and procedures applied**

**4. Follow-up on previous visit**

**5. General observations of the programme and its provider**

**6. Structure, content and knowledge breakdown (Criterion 1)**

**7. Assessment of graduate attributes (Criterion 2)**

**8. Quality of teaching and learning (Criterion 3)**

**9. Resources and sustainability and capacity for improvement (Criterion 4)**

**10. Recommendation**

**11. Acknowledgements**

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As Team Leader, I certify that this report has been approved by the team.

Team Leader  
Date:

Report noted:

Visit Deputy Leader:  
Date:

Report noted:

Visit Leader  
Date:

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## Appendix A: Evaluation Support Forms

*Instruction: In the right-hand column, insert a word or words that indicate the team's judgement of the programme against the criterion or item, for example:*

*Yes/No,*

*Complies*

*Concern exists*

*Partly compliant*

*Non-compliant*

*No evidence*

*Comment as required or use the spaces marked with < > to insert prose notes on potential deficiencies or concerns. Such entries support but do not remove the need for a properly reasoned account in the main body of the report.*

### Criterion 1: Structure, content and knowledge breakdown

|  |        |
|--|--------|
| <b>Question 1.1:</b> Does the programme purpose statement indicate a primary purpose of meeting the educational requirements for Professional Engineering Technicians? | Yes/No |
| < >  |        |

|  |        |
|--|--------|
| <b>Question 1.2:</b> Does the programme comprise a minimum of 280 credits (as defined in document E-01-P) with at least 120 credits at the exit level? | Yes/No |
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**Question 1.3:** Does the programme breakdown by knowledge area conform to the minima specified in the relevant standard? Use columns three and four in the table below for reporting.

| Knowledge area        | Minimum Credits | Actual Credits | Compliance Yes/No |
|-----------------------|-----------------|----------------|-------------------|
| Mathematics           | 28              |                |                   |
| Natural Sciences      | 21              |                |                   |
| Engineering Sciences  | 126             |                |                   |
| Design and Synthesis  | 28              |                |                   |
| Computing and IT      | 21              |                |                   |
| Complementary studies | 14              |                |                   |
| Subtotal              | 238             |                |                   |
| For reallocation      | ≥44             |                |                   |
| Total                 | ≥282            |                |                   |
| < >                   |                 |                |                   |

|   |        |
|---|--------|
| <b>Question 1.4:</b> Does the programme have a coherent core that is consistent with the Level Descriptor and Range Statement of GA 2 (See document E-05-PT). | Yes/No |
| < >   |        |

|  |        |
|--|--------|
| <b>Question 1.5:</b> Does the programme have specialised study as described in section 11.2 of document E-05-PT. | Yes/No |
| < >  |        |

|   |        |
|---|--------|
| <b>Question 1.6:</b> Does the programme have a designation (qualifier/s) that is consistent with the programme's purpose and the engineering science content? | Yes/No |
| < >   |        |

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| <b>Question 1.7:</b> Does the programme have explicit rules of combination and progression? | Yes/No |
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|  |        |
|--|--------|
| Question 1.8: Does the programme have explicit horizontal and vertical articulation options? | Yes/No |
| < >  |        |

## Criterion 2: Assessment of graduate attributes

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|--|--|
| <p><b>Question 2.1 and 2.2:</b> Does the assessment process within the programme</p> <ul style="list-style-type: none"> <li>ensure that all graduates satisfy each graduate attribute defined in section 7 of document E-05-PT?</li> <li>use a documented set of assessment criteria and processes that together demonstrate that the attributes are satisfied at the level indicated by the range statement?</li> </ul> | <p><b>Team's Evaluation</b></p> <p><i>Complies,</i></p> <p><i>Concern exists,</i></p> <p><i>Partly compliant</i></p> <p><i>Non-compliant</i></p> <p><i>No evidence</i></p> |
| < >  |  |
| <b>Graduate Attributes</b>   |  |
| <p><b>2.1: Problem-solving</b></p> <p><i>Learning Outcome:</i> Apply engineering principles to diagnose and solve <i>well-defined engineering</i> problems systematically. (See document E-05-PT for Level Descriptor for <i>well-defined engineering problem</i>)</p>   |  |
| < >  |  |
| <p><b>2.2: Application of scientific and engineering knowledge</b></p> <p><i>Learning outcome:</i> Apply knowledge of mathematics, natural science and engineering sciences to applied engineering procedures, processes, systems and methodologies in order to solve broadly-defined engineering problems. (See document E-05-PT for GA 2 Level Descriptor and Range Statement)</p>                                     |  |
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### 2.3: Engineering design

*Learning outcome:* Perform procedural design of components, systems, works, products and processes within applicable standards, codes of practice and legislation to meet desired needs. (See document E-05-PT for Range Statement for GA 3)

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### 2.4: Investigations, experiments and data analysis

*Learning outcome:* Conduct investigations of *well-defined* problems through locating and searching relevant codes and catalogues and conducting standard tests, experiments and measurements. (See document E-05-PT for Range Statement for GA 4)

< >

### 2.5: Engineering methods, skills and tools, including information technology

*Learning outcome:* Use appropriate techniques, resources and modern engineering tools, including information technology for the solution of *well-defined* engineering problems, with an awareness of the limitations, restrictions, premises, assumptions and constraints. (See document E-05-PT for Range Statement for GA 5)

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### 2.6: Professional and technical communication

*Learning outcome:* Communicate effectively, both orally and in writing, within an engineering context. (See document E-05-PT for Range Statement for GA 6)

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### 2.7: Sustainability and impact of engineering activity

*Learning outcome:* Demonstrate knowledge and understanding of the impact of engineering activity on the society, economy and industrial and physical environment and address issues through defined procedures. (See document E-05-PT for Range Statement for GA 7)

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| <b>2.8: Individual, team and multidisciplinary work</b><br><br><i>Learning outcome:</i> Demonstrate knowledge and understanding of engineering management principles and apply these to one's own work as a member and leader in a team to manage projects. (See document E-05-PT for Range Statement for GA 8) |  |
| < >   |  |
| <b>2.9: Independent learning ability</b><br><br><i>Learning outcome:</i> Engage in independent and lifelong learning through well-developed learning skills. (See document E-05-PT for Range Statement for GA 9.)   |  |
| < >   |  |
| <b>2.10: Engineering professionalism</b><br><br><i>Learning outcome:</i> Understand and commit to professional ethics, responsibilities and norms of engineering technical practice. (See document E-05-PT for Range Statement for GA 10)   |  |
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### Criterion 3: Quality of teaching and learning

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| <b>Question 3.</b> What is the team's assessment of the programme in regard to providing an effective teaching and learning process towards achievement of the graduate attributes as evidenced by statements below?   | <b>Evaluation</b><br><br><i>Complies</i><br><br><i>Concern exists</i><br><br><i>Partly compliant</i><br><br><i>Non-compliant</i><br><br><i>No evidence</i> |
| <b>3.1:</b> The content, learning objectives, expected outcomes and method of assessment for each module of the programme are defined and documented and are available to staff and students.<br><br><b>3.2:</b> For each graduate attribute, the information considered in 3.1 above clarifies the modules in which graduate attribute assessment takes place, the method of assessing the graduate attribute, the level of achievement required of the student and the consequences for the student of not satisfying the attribute. |  |
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| <p><b>3.3:</b> The teaching and learning strategy and methodology is designed to achieve the attributes of the programme with students who meet the stated admission criteria.</p> <p><b>3.4:</b> Suitable learning opportunities are provided to facilitate the acquisition of knowledge and skills specified in the programme outcomes.</p> <p><b>3.5:</b> The programme is effectively coordinated.</p> <p><b>3.6:</b> The learning process encourages independent learning attitudes and abilities, and an appropriate mix and balance between different teaching and learning methods is maintained to encourage active participation of students in the teaching and learning process.</p> |  |
| < >  |  |
| <p><b>3.7:</b> The learning progress of students is appropriately monitored and where necessary, academic development support is provided to students through structured and monitored interventions.</p> <p><b>3.8:</b> Assessment practices and procedures provide feedback to students at regular intervals.</p> <p><b>3.9:</b> An internal process that includes moderation ensures that all forms of summative assessment of student performance within the programme are effective, fair and rigorous and address the stated learning objectives and outcomes.</p> <p><b>3.10</b> Graduate attribute assessment is subject to external moderation.</p>                                     |  |
| < >  |  |
| <p><b>3.11:</b> The teaching and learning process is monitored by an effective quality assurance process that supports continuous improvement.</p> <p><b>3.12:</b> Student retention and throughput rates are monitored, and measures are taken to identify and address factors that adversely affect throughput both overall and for distinct groups.</p>   |  |
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| <b>3.13:</b> Where the rules of the programme require work-based learning for credit towards the qualification, the academic provider ensures that such learning is executed effectively and includes the following:  |  |
| <ul style="list-style-type: none"> <li>a) the learning objectives and outcomes to be achieved are defined and agreed upon with the workplace provider;</li> <li>b) effective placement, of students and ongoing communication takes place in the workplace;</li> <li>c) suitably qualified mentors, technically competent in the discipline and the art of mentoring are available in the workplace;</li> <li>d) students are mentored in the workplace and their performance is monitored and recorded in relation to objectives;</li> <li>e) the student's performance and competence are assessed through a rigorous process: this assessment is the responsibility of the academic provider; and</li> <li>f) quality assurance of work-based learning processes by the academic provider ensures achievement of objectives in (a) above.</li> </ul> |  |
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#### Criterion 4: Resources and sustainability and capacity for improvement

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|--|--|
| <b>Question 4.</b> What is the team's assessment in regard to the programme being adequately planned, resourced, led and executed to ensure that it is sustainable over the period of accreditation as evidenced by the statements below?  | <b>Evaluation</b><br><br><i>Complies</i><br><br><i>Concern exists</i><br><br><i>Partly compliant</i><br><br><i>Non-compliant</i><br><br><i>No evidence</i> |
| <b>4.1:</b> The level of selection of students is commensurate with the programme's academic requirements.<br><br><b>4.2:</b> The number of students admitted takes into account the capacity of the programme to offer quality education and to meet professional requirements.<br><br><b>4.3:</b> The selection and admission of students is linked to the institution's equity and diversity plans. |  |
| < >  |  |
| <b>4.4:</b> The staff members responsible for leadership, planning and assessment at the exit level are professionally and technically competent in the respective disciplines. Registration with the ECSA   |  |

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| <p>in the appropriate professional category provides the norm for professional standing.</p> <p><b>4.5:</b> A strategy for recruitment, development and retention of academic staff is in place and is aligned with the diversity plan of the institution.</p> <p><b>4.6:</b> The academic staff responsible for the programme are suitably qualified and have sufficient relevant experience and teaching and assessment competence.</p> <p><b>4.7:</b> The number of academic and support staff is sufficient for the programme.</p> <p><b>4.8:</b> The academic staff members possess a range of specialities and abilities to teach at the specialist and fundamental levels that are required by the programme.</p> <p><b>4.9:</b> Staff members have research profiles relevant to the programme. (See document E-03-P Schedule 2: Research ethos and funding)</p> <p><b>4.10:</b> Appropriate research development opportunities and programmes for staff members are in place.</p> |  |
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| <p><b>4.11:</b> The allocation of funds and necessary resources to the school or department where the programme is located together with the appropriate utilisation of these resources by the school or department forms part of the institutional planning and quality assurance processes.</p> <p><b>4.12:</b> Budgetary allocations for the programme are adequate and are effectively utilised:</p> <ul style="list-style-type: none"> <li>• Staffing budgets and resulting packages</li> <li>• Laboratory equipment</li> <li>• Computing and networking</li> <li>• Running expenses</li> <li>• Library facilities</li> <li>• Work-based learning where applicable</li> </ul> <p><b>4.13:</b> Office, teaching and laboratory accommodation and equipment are adequate.</p> |  |
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**4.14:** Studies on the effectiveness of the programme in meeting its objectives are undertaken at regular intervals. The results are used to improve programme design, delivery and resourcing and where necessary are used for staff development and student support.

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**4.15:** Where academic development programmes for students are offered within or are associated with the programme, the following are fulfilled:

**The programme is designed to meet student state of preparation and progression towards the main programme.**

- Staff responsible for the academic development programme are adequately qualified, experienced and skilled.
- Funding for the programme is adequate.
- Realistic criteria are applied for acceptance of students into the academic development programme.
- The academic development programme is quality assured.

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| <b>Criteria 1–4:</b> If the programme is free from deficiencies covered in Questions 1–4, is the programme capable of sustaining acceptable outcomes until the next regular accreditation? | Yes/No |
|--|--------|

|  |                         |
|--|-------------------------|
| If deficiencies are identified in Questions 1–4, is the provider judged to be capable of and committed to remedying the deficiencies to the required level within one, two or three years? | Yes: In _ (Years)<br>No |
|--|-------------------------|

|  |        |
|--|--------|
| Can all other aspects of the programme be sustained for the same period? | Yes/No |
|--|--------|

*If the answer to any question is 'No', insert the team's reasons for the finding(s) here.*

**Criterion 5: Follow-up on previous visit decision**

|   |        |
|---|--------|
| <b>Question 5.1:</b> In the case of concerns identified at the previous visit, have these been addressed by the university? | Yes/No |
|---|--------|

|  |        |
|--|--------|
| If not, does any previously identified concern rank as a deficiency? | Yes/No |
|--|--------|

*If not, identify the unresolved concerns here and assess the consequences of lack of resolution.*

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|---|--------|
| <b>Question 5.2:</b> In the case of an Interim Report, Interim Visit or Final Visit, are there outstanding deficiencies from the previous visit report? | Yes/No |
| <i>If present, identify the unresolved concerns here and assess the consequences of lack of resolution.</i>   |        |

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