THE SOUTH AFRICAN COUNCIL FOR QUANTITY SURVEYORS
Education Standards Committee and Education Advisory Committee

Standards for accreditation of tertiary educational programmes leading to registration as a quantity surveyor-in-training with the South African Council for Quantity Surveyors

Authorised by Council
Document: SACQS 1 Revision – 1 Date: 25 September 1999

1. Introduction
This document provides essential background information to
- standards of competence defined in document SACQS 2
- accreditation procedures detailed in document SACQS 3

The ancillary document, SACQS 2, discusses the outcomes of tertiary educational programmes which meet the prerequisites for registration of graduates as quantity surveyors-in-training with the South African Council for Quantity Surveyors (SACQS)

2. Objective of accreditation
The objective of accreditation of tertiary programmes which meet the educational requirements leading to registration of graduates as quantity surveyors-in-training with the SACQS is to establish whether a programme meets these educational requirement

3. Underlying principles and assumptions
The principles and assumptions underlying the prerequisite standards for quantity surveying tertiary educational programmes are defined in document SACQS 2

3.1 The standards are based on the general policy of the SACQS stated in the document SACQS 3, and in particular, exit level standards which are to be internationally comparable
Procedures for accrediting tertiary educational programmes against those standards are to be according to *best-of-the-world practice, transparent and fair*

3.2 The standards reflect state-of-the-art development in the design of tertiary educational programmes

3.3 A quantity surveying programme must have a coherent / integrated core of
- Analysis and problem-solving
- Commerce and management
- Communication
- Information Technology
- Interdisciplinary teamwork
- Law
- Numeracy
- Quantification
- Research
- Technology

The foregoing core course structure provides a viable foundation for further studies and lifelong learning, affording a quantity surveying graduate the special competence that differentiates quantity surveyors from other professionals

The core *must* facilitate development in other traditional disciplines and / or in emerging fields allied to the global economy

3.4 The SACQS encourages diversity and innovation amongst individual quantity surveying tertiary educational programmes. Individual institutions are free to determine how the competence of students is assessed and how students attain prescribed outcomes

3.5 During accreditation visits by the Council, individual institutions will be required to account for their approaches, teaching- and assessment methods
# Revision History

<table>
<thead>
<tr>
<th>Version</th>
<th>Date</th>
<th>Revisions authorised by</th>
<th>Nature of revision</th>
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</thead>
<tbody>
<tr>
<td>Draft document previously referenced as GLR 2</td>
<td>GLR 2: 20 August 1999</td>
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<tr>
<td>Revision no 1 followed the HoD meeting on 16 / 17 September at UPE: new reference: SACQS 1</td>
<td>SACQS 1: 25 September 1999</td>
<td>Heads of Departments of 6 universities, CapeT and PET</td>
<td>Comprehensive</td>
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