



ACCREDITATION RULES



South African Council
for the Architectural Profession

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ACCREDITATION POLICY

In terms of section 36. (1) of the Architectural Profession Act 44 of 2000 “the Act”), the Council may, by notice in the Gazette, make rules with regard to any matter that is required or permitted to be prescribed in terms of this Act and any other matter for the better execution of this Act or in relation to any power granted or duty imposed by this Act.

Accordingly, the Council hereby makes known that in line with section 36 of the Act, it made the Rules for Accreditation of architectural programs at educational institutions which have a department, school or faculty of architecture, and for the registration of students as set out hereunder.

Preamble

The Council is mandated by section 13 (a) and (b) of the Act to conduct accreditation visits to any educational institution which has a department, school or faculty of architecture. The Council is empowered to either conditionally or unconditionally grant, refuse or withdraw accreditation. The Council conducts accreditation visit once during its term of office.

Wherefore, the Accreditation Rules reaffirm the commitment of the SACAP to quality architectural education in South Africa. The Accreditation Rules supports the SACAP’s overarching objective of transformation as well as the SACAP’s vision for excellence in architectural education. The accreditation rules set the standard of achievement to be attained and the method of assessment to be undertaken.

The overriding objectives for the accreditation rules are to strive for quality architectural programs in South Africa. The Rules lay down quality standards of architectural programs which must be complied with. Failure to do so may lead to refusal or withdrawal of accreditation.

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1. Glossary

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

Accredited programme: A programme that has been evaluated and accredited by SACAP as meeting stated criteria.

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

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

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

Assessment criteria: A set of measurable performance requirements which indicates that a person meets a specified outcome at the required level.

Hybrid: Combines modes of on-line accreditation assessment with traditional face-to-face assessment.

Registration category: Distinctive characteristic, competencies, educational requirements and defined principal routes to registration.

Continuous quality improvement: A process based on the concept that improvement of a process is always possible subject to on-going assessment of the process and measures to maintain and improve quality.

Education Committee: The High Impact Committee established by Council to address all education matters.

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

Self-Evaluation Report: An ALSs' reflective report of how a programme meets each accreditation criterion while covering all methods of programme delivery and all possible pathways for completion of the degree.

SACAP Competencies: A matrix of competencies for architectural professionals compiled by the SACAP (attached hereto as Appendix A) that outlines the required awareness, knowledge, skills and the ability to apply these.

Exit statement: A context in which assessment takes place against an outcome and is expressed in terms of situations, activities, tasks, methods and forms of evidence.

SACAP Accreditation rules: A set of formal documents that outlines the official rules, processes and procedures for the accreditation of architectural qualifications.

Accreditation Recommendation: The recommendation made by the Accreditation Board after the evaluation of an Architectural Learning Site.

Accreditation: The action undertaken by an appointed Accreditation Board to quality assure architectural programmes against the SACAP competencies.

Accreditation Panel: is a pool of suitably qualified and approved professionals from which members of an Accreditation Board are drawn for each accreditation visit.

Accreditation Board: is a team of representatives drawn from the SACAP's Accreditation Panel.

Accreditation Report: A report with recommendation(s) of the Accreditation Board issued to the SACAP Council after the accreditation visit.

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

2. Acronyms

ALS	Architectural Learning Site: A faculty, department or school of architecture at a higher education institution.
CA	Canberra Accord
CHE	Council on Higher Education
DHET	Department of Higher Education and Training
HEQC	Higher Education Quality Committee
HEQSF	Higher Education Qualification Sub Framework
HoS	Head of School
IDoW	Identification of Work
NQF	National Qualifications Framework
RPL	<p>Recognition of Prior Learning: RPL is a process through which non-formal learning and informal learning are measured, mediated for recognition across different contexts, and certified against the requirements for credit, access, inclusion or advancement in the formal education and training system, or workplace.</p> <p>The Architectural Profession Act defines RPL as previous learning and experience of a learner, howsoever obtained, against the learning outcomes required for a specified qualification and the acceptance for the purposes of qualification of that which meets those requirements.</p>
SACAP	The South African Council for the Architectural Profession
SAQA	The South African Qualifications Authority
VA	Voluntary Association
AB	Accreditation Board

3. Background

- a) SACAP recognises that architectural professionals practise architecture in a global environment. As such, architectural educational national standards and practices must align to international standards and best practice. The SACAP accreditation system is internationally recognised as SACAP is a full signatory of the Canberra Accord. Therefore, the accreditation process is aligned to the Canberra Accord on Architectural Education (Canberra Accord, n.d.) This is to ensure that the accreditation of ALSs delivers graduates who are recognised internationally. South African graduates are recognised by those countries that are signatories of the Canberra Accord.
- b) While Accreditation of the ALSs must ensure quality of architectural programs. However, the SACAP does not expect a homogenous educational environment, but, rather, encourages innovation and a diversity of pedagogic philosophy, focus and content. SACAP endorses architectural education that develops students who are design oriented, technically competent, people-centred and enables the spatial transformation of South Africa's historically segregated built environment.

4. Application

- a) Accreditation rules shall apply to any educational institution which has a department, school or faculty of architecture in South Africa. Therefore, no person or educational institution shall offer or provide any architectural education or training, unless such education or training has been accredited by SACAP.
- b) The Accreditation Rules apply to all ALSs that require new or continued accreditation for architectural qualifications.

5. Periodic re-evaluation to maintain accreditation status

- a) In terms of section 13 (a), the Council may conduct accreditation visits to any educational institution which has a department, school or faculty of architecture, but must conduct at least one such visit during its term of office.

- b) The term of the Council is 4 years; therefore, the Council shall undertake Periodic re-evaluation to each accredited educational institution to maintain accreditation status once every four years.

6. External Quality Assurance

- a) SACAP shall undertake quality assurance of its national accrediting system every 2 years by undertaking international benchmarking surveys of accrediting systems. External quality assurance shall address the shortcomings in the SACAP quality assurance system and enhance SACAP accreditation system. This is to ensure continuing effort to improve the integrity and quality of SACAP accrediting system and to align with the international best practice.

7. Role and Responsibilities

- a) The SACAP steers and administers the accreditation system and processes as stipulated in section 13 of the Act.
- b) The ALSs are responsible for preparing documentation and evidence for accreditation visits and for submitting proposals for new qualifications to the SACAP.
- c) The Accreditation Board is responsible for conducting accreditation visits to new or existing ALSs. The accreditation visit can either be undertaken by face-to-face, virtual or hybrid methods.
- d) The SACAP shall decide whether the accreditation visit shall be conducted physically or virtually, taking into account the travel cost, accommodation, availability of documentation, and the type of accreditation and programme.

8. How to read the Accreditation Rules

The accreditation rules consist of the main document and appendices. The main document provides the rules for the accreditation process and the role and responsibilities of the SACAP and the Accreditation Board. The appendices provide explanatory details.

a) Appendix A: SACAP Competencies

The accreditation criteria are standards that assist ALSs in the design of new qualifications, the evaluation of existing qualifications and preparation for accreditation visit. These standards also guide the SACAP and Accreditation Board in evaluating new and existing architectural qualifications.

b) Appendix B: Accreditation Board

The appendix provides detailed information about the roles, duties and responsibilities of the Accreditation Board. Outlines to the Accreditation Board approach to evaluation, provides an evaluation matrix, presents a pre-meeting agenda and provides detail for communicating the accreditation visit findings.

c) Appendix B.1: Evaluation Matrix

The evaluation matrix corresponds with the ALS report (Appendix C) and provides criteria to an Accreditation Board for the evaluation of the ALS.

d) Appendix B.2: Subject/Module/Unit review template

The subject review template is used together with the evaluation matrix (Appendix B.1) as guidance to an Accreditation Board for the evaluation of the ALS.

e) Appendix B.3: Accreditation report template

The Final Accreditation Report (FAR) is the culmination of the accreditation visit. 8 weeks after the accreditation visit, a draft report shall be submitted to the ALS for comments. Once comments are received, the Draft Accreditation Report (DAR) shall be submitted to the Registrar. Once the Registrar endorses the report it shall be presented at the next Education Committee meeting for recommendation. The report shall be submitted to the next Council meeting for approval. A copy of the FAR is then sent to the ALS. The entire process should not exceed 6 months after the completion of the accreditation visit.

f) Appendix C: ALS Report

The appendix contains the information required for the ALS Report, which is prepared by the ALS for submission to the SACAP prior to the accreditation visit. All parts of the ALS Report are related to the period since the previous accreditation visit.

g) Appendix D: ALS Evidence Preparation

The appendix outlines the extent, preparation and exhibition of evidence that needs to be accessible for evaluation by an Accreditation Board during the accreditation visit. The ALS presents evidence of teaching and learning materials, student work and assessments of the year preceding the accreditation visit.

h) Appendix E : ALS New qualifications

The appendix stipulates the information and documentation required for submission of new architectural qualifications to the SACAP for support and recommendation.

i) Appendix F: Accreditation logistics

The head and staff of an ALS as well as an Accreditation Board must review Appendix F well in advance of the accreditation visit, so that the procedure for the accreditation visit is understood. This document sets out general procedures, the suggested timetable and information for preparing for the accommodation of a VB.

j) Appendix G: Appeals

Appendix G outlines appeal process available for the ALS, should the ALS wish to contest accreditation decision.

9. Transformation of the Architectural Profession

- a) Transformation is a Constitutional imperative in South Africa; therefore, transformation of the architectural profession is a key objective of the SACAP. Transformation of education speaks

to the ALS's ethos, structure, curriculum, demographic of students and staff and throughput of students. Although some progress has been made over the past two decades, more work needs to be done to progressively realise transformation.

- b) Transformation necessitates diversity and inclusivity. These concepts are defined below and serve as a starting point for achieving a common understanding of the transformation in architectural education means.
- c) The transformation of an ALS is part of the criteria considered when an Accreditation Board makes a recommendation after an accreditation visit. The ALS must report on the annual intake of students from previously disadvantaged background, dropouts and challenges faced by students from previously disadvantaged background, mechanism put in place by the educational institution to manage dropouts and improve throughput.

Inclusivity (UNESCO, 2017)

- a) Inclusive education removes barriers limiting the participation and achievement of learners or students, respective of diverse needs, abilities, and characteristics and that eliminate all forms of discrimination in the learning environment. This approach prioritises the identification of and response to barriers and practices of discrimination within education which limit both participation and achievement. The goal is an education system which facilitates an environment where educators and students embrace and welcome the challenge and benefits of diversity.

Diversity (Ahmed, 2004)

- a) Diversity refers to patterns of difference in terms of certain social categories. The foremost terms shaping discourses and policies related to diversity include race, ethnicity, religion, gender, disability, sexuality and age. The critical diversity approach acknowledges the role of power in constructing difference, and the unequal symbolic and material value of different locations. This approach locates difference within a historical legacy as an outcome of social practice and an engagement with the transformation of these oppressive systems.

Transformation (UCT, 2015, 2018; Soudien, 2010)

- b) Transformation is viewed, on one hand, as seeking to remedy imbalances related to the representation of different race, class, gender, language groups. This approach to transformation prioritises numbers and representation. On the other hand, transformation is viewed as an issue related to historic privilege, power and marginalisation. Transformation then is an ideological process which engages and redresses histories of colonialism and apartheid. The emphasis here is on redress in relation to disparities related to political and economic power in society. These two elements are related, and often occur simultaneously.
- c) An ALS under review will need to explain quantitative and qualitative indicators towards transformation. Guidelines for these are available in Appendix B. The SACAP calls to action each ALS to work towards inclusive pedagogic and epistemological space, to address the socio-economic challenges facing South Africa and the architectural profession and to make a concerted effort towards transformation in the ALS context. The ALS must include their response to this in the relevant section in the ALS report.

10. Accreditation Criteria (Detail in Appendix A, B.1, B.2)

- a) The accreditation system enables the SACAP to evaluate the quality and relevance of architectural qualifications and the standard of achievement and competence of graduates of ALSs at higher education institutions. The priority of the SACAP is to benchmark architectural qualifications against the SACAP competencies (Appendix A) as the main criteria for accreditation.
- b) The SACAP competencies are a description of the required knowledge and skills and application required of architectural professionals. To this end, all application and accreditation documentation prepared by an ALS should identify how the SACAP competencies and standards are being met within the curriculum, pedagogic approach and assessment practices of the ALS. In reviewing the work of students, the lowest qualifying standards for graduation are of greatest concern.
- c) It is the ALSs' obligation to provide evidence that the accreditation criteria are being satisfied. The ALS must therefore complete and forward all required documentation and supporting evidence, make available specified material, including accessible links to hybrid and online

programmes and systems, prior to the accreditation and respond to requests for supplementary information before and during the accreditation.

- d) Documentation in accordance with the requirements must be submitted to SACAP within the prescribed time before the accreditation. Should the ALS not submit documentation timeously, the accreditation may be cancelled if there are no justifiable reasons for failure to submit required documents.
- e) Evidence or information supplied after the evaluation will not be considered by the Accreditation Board.
- f) Should relevant information not be provided, the Accreditation Board may report that certain evidence was unavailable and that compliance of the programme with one or more criteria could not be verified. Such a programme will be treated as deficient, and accreditation may, at best, be granted for a limited period with a revisit required. These aspects are set out on the evaluation matrix (Appendix B.1) and the subject/module/unit review template (Appendix B.2).

11. Accreditation processes

- a) The accreditation visit can be conducted either completely on-site or via hybrid method. The same process is followed for both, except that for the hybrid visit only three (3) Accreditation Board members (the Chairperson, and 2 AB members) together with the SACAP secretary visits the ALS for the first day. The first day is only to complete a physical review of the ALS accommodation and to interview management, staff and students. The other meetings can be conducted online. In the instance of a hybrid visit, an open day may be inserted between Day one and Day two to allow for travel for the visiting Accreditation Board members.

Continued accreditation

- a) Accreditation Board visits an ALS to review existing qualifications for continued accreditation. Accreditation visits are conducted every four years, follow-up visits may be conducted every 12 months. The intention is that each ALS must be visited once during a Council's four-year term of office. The date for accreditation visit will be confirmed by the Registrar of the SACAP, a full calendar year in advance.

- b) Section 13 of the Act states that if “the Council does not conduct accreditation visit within that term of the Council; it must notify the Minister accordingly and provide him or her with reasons for the failure to do so”. Therefore, in cases where the Council does not undertake accreditation visit. The Minister shall be notified accordingly and be provided with sufficient reasons.

There are three main accreditation outcomes:

1) Unconditional accreditation

Where there has been a previous accreditation visit and the accreditation of the ALS qualifications and the evidence presented demonstrates that the ALS has maintained the necessary standards, accreditation is continued for a period four years.

2) Conditional accreditation

- i) Where aspects of the ALS or its qualifications require improvement, Conditional accreditation may be granted. Remedial action must be undertaken and shall be monitored over a period of 12-months. After 12 months of receiving the accreditation report, the ALS must submit to the Education Manager of SACAP an annual report detailing actions taken to implement the decision of the Council.
- ii) The Education Manager together with an appointed Accreditation Board member, preferably the member who was part of the visiting Accrediting Board, shall visit the ALS to verify the evidence presented by the ALS in the report.
- iii) Remedial actions shall be taken where deviations occur and further directives shall be issued to the ALS.
- iv) The ALS must submit a remedial report to the SACAP Education Manager each academic year and request a revisit by a full Accreditation Board within two (2) years. Evidence should be submitted showing that the necessary improvements have been made.

- v) The ALS may request guidance and feedback from the SACAP on the areas of improvements through:
 - Submission of external examiner and HoS reports on the remedial actions taken annually until the next visit;
 - Requesting an interim informal visit by the Accreditation Board.

3) Withdrawal of accreditation

- i) Withdrawal of accreditation shall only be implemented by Council as a last resort and it shall be applied only where the exit level qualification outcomes have fallen below minimum standards or where conditional accreditation will not be an effective solution.
- ii) Students already registered in a qualification at the time of the accreditation visit shall be allowed to complete the qualification and such qualification must be recognised by the SACAP for registration as candidates from an accredited ALS.
- iii) New registering students shall be made aware that the ALS is not accredited until further notice.

12. Accreditation visits for first-time accreditation

- a) A new ALS shall apply for a pre-accreditation visit for a first-time qualification.
- b) Accredited ALSs shall only apply if they offer a qualification they have never offered before.
- c) An initial accreditation visit is to be conducted at the end of the first year of a new qualification. The outcomes of an initial accreditation visit can be one of two possibilities:

Unconditional accreditation:

- d) Where the evidence evaluated complies with the necessary standards.

Deferred accreditation:

- e) Where the evidence evaluated does not comply with the necessary standards, the outcome may be deferred until the ALS has fulfilled requirements, for example:

- i) ALS may be required to provide additional evidence (to be specified);
- ii) The inclusion of some Accreditation Board members at the end of year assessments to view the sample of an ALS's work and report back to the SACAP.

13. New Architectural Qualifications

- a) No person or educational institution shall offer or provide any architectural education or training in which the provisions of the Act apply, unless such education or training has been considered by the Education Committee and approved by the Council.
- b) Any educational institution wanting to offer or to provide architectural education or training shall, before offering or providing such education or training, apply to the Council in writing for its approval of such education or training and shall furnish such particulars regarding such education or training as the Council may require. The SACAP Education Committee must assess the applications of new programmes against the SACAP competencies and makes recommendations whether the proposed program is aligned with the SACAP Competencies.
- c) Existing or new ALSs must submit documentation of the proposed qualification(s) to the SACAP Education Committee for recommendation and approval by Council prior to submission to the Council for Higher Education (CHE). The SACAP Education Committee reviews the submission and if the qualification(s) meets the required standards and Council approves - it will be supported and recommended. The qualification may then only be submitted to the CHE.
- d) An ALS offering programmes with pathways at more than one site must indicate the sites of delivery; programmes delivered at each site; persons responsible for the programmes and sites; and the ways that the pathways are designated and identified on the qualification certificate and academic transcript.
- e) In the case of an identically designated programme that is offered at more than one site, accreditation must be carried out for each site based upon the documentation and supporting evidence provided from each site, and the Accreditation Board must report and make recommendations on the programme at each site individually. If the ALS identifies the site of delivery on the qualification certificate or transcript, a separate accreditation decision must be made on each programme at each site by the Council. The decision may differ from site to site.

- f) Online programmes must satisfy all accreditation criteria. When evaluating the programme, the Accreditation Board must consider:
- i) the effectiveness of Learning Management System (LMS) and other online delivery platforms;
 - ii) whether there is adequate student engagement and access to necessary support when required;
 - iii) whether adequate physical or e-laboratory facilities as required have been provided;
 - iv) whether the ALS takes full responsibility for quality assurance of the programme, including activities at laboratory sites.

14. Students Registration

Any person who enrolls as a student at any accredited ALS shall in writing apply to the Council for registration as a student, and such application shall be accompanied by the prescribed particulars. If the Council is satisfied that the applicant is entitled to registration as a student, it shall cause the necessary entry to be made in the register, and the Registrar shall thereafter issue to the applicant a registration certificate in the prescribed form.

15. Accreditation Panel and Accreditation Board Accreditation Panel

- a) The Accreditation Panel is a “pool” of suitably qualified and approved registered professionals and academics from whom members of the Accreditation Board are drawn from for each accreditation visit.
- b) The Accreditation Panel is constituted through a general public call to the architectural profession, educational institutions and the public, calling for suitably qualified professionals (registered professionals / academics) to apply to serve as members of the Accreditation Panel.
- c) The Members of the Accreditation Panel must be registered professionals in good standing with SACAP. The Accreditation Panel must be representative in respect of gender, race, age, professional registration category, academic experience and practice experience. In addition, the Accreditation Panel shall include members with experience in transformation, academic development, student representatives and those with continental and international affiliations.

- d) The Accreditation Panel selection process must be transparent so as to facilitate the nomination of suitably qualified members based on their experience while demonstrating capability as experts in the judgement of educational achievement in architecture.

Accreditation Board members

- e) The accreditation visit is conducted a team of registered professionals and academics drawn from the SACAP's Accreditation Panel. (Refer to Appendix B for detailed information on the processes and procedures of the Accreditation Panel and the Accreditation Board).
- f) The Accreditation Board may be supported by observers.
- g) The Accreditation Board shall include one Council member who is delegated by the Council to participate in the accreditation process. The majority of the Accreditation Board members must be independent non-Council members.

Scope of the work of the Accreditation Board

- h) The Accreditation Board conducts accreditation visits for:
- new or continued accreditation;
 - to assess the ALS after conditional accreditation or withdrawal of accreditation.
 - For annual reviews.
- i) The Accreditation Board reviews the evidence provided by the ALS to evaluate students' knowledge and skills against the SACAP competencies (Appendix A) in line with the transformation of the architectural profession plan.
- j) The Accreditation Board shall focus on the evidence presented and not specifically on the process of teaching and learning. The latter does, however, provide an important context against which the evidence is viewed.
- k) The Accreditation Board must assess coursework and outcomes in terms of structure, credits, content, teaching and learning, practical and intellectual ability.

- l) The Accreditation Board shall respect the prerogative of an ALS to formulate the teaching and learning design, policies and procedures. Accreditation Board's role is not to instruct the ALS how to conduct its academic business but scrutinise architectural programmes to ensure compliance with SACAP Competencies. (Guidance and breakdown of tasks are included in Appendix B).
- m) The roles and responsibilities of each member of an Accreditation Board are explained in detail in Appendix B.

Accreditation Board requirements

- n) When appointing Accreditation Board, SACAP shall ensure that there is a balance of appropriate experience and the requirements suited for the ALS's circumstances.
- o) SACAP shall consider International architectural education experience when appointing Accreditation Board members.
- p) SACAP shall ensure that the Accreditation Board members are diversified in terms gender, race, and experience.
- q) One Accreditation Board member shall be delegated by the Education Committee for every accreditation visit.
- r) To ensure continuity, at least one Accreditation Board member must have been part of the previous accreditation visit to the specific ALS;
- s) At least one Accreditation Board member shall be delegated by the Council.
- t) Preferably Accreditation Board members shall be from the same geographical region as the ALS under accreditation to save time and costs. However, geographical considerations shall not compromise the experience, skills and competencies required for an Accreditation Board.
- u) The Accreditation Board is appointed by the Registrar based on the recommendations of the Senior Manager: Professional Statutory Services.

- v) The appointment of Accreditation Board members shall be communicated to the head of the ALS well in advance. The communication shall include Accreditation Board members qualifications and experience.
- w) Accreditation Board members shall be informed no later than three (3) months about the appointment prior to a planned accreditation visit.
- x) Members of the Accreditation Board shall declare any conflict of interest whether real or perceived prior to the accreditation visit.
- y) For an advisory visit, the Accreditation Board shall consist of three (3) academics.

16. Composition of the Accreditation Board

- a) The Accreditation Board appointed to undertake accreditation visit must include a minimum of five (5) members and an observer.
- b) The Accreditation Board must appoint a Chairperson and Vice Chairperson.
- c) The Accreditation Board shall include 2 academics.
- d) Two (2) registered professionals.
- e) One (1) Council member.
- f) The Chairperson of the Education Committee or delegated Education Committee member.
- g) The Accreditation Board may include 2 observers:
 - which may be a post-graduate student representative of another region/ALS,
 - An observer for training and development of skills purposes;
 - Representatives of the Council for the Built Environment or Built Environment Councils.

17. Observers

- h) The observers from the Council for the Built Environment, other built environment Councils and ALS students shall be responsible for all their expenses with regarding to the accreditation visit.
- i) The role of observers is to ensure openness and accountability; however, observers are not allowed to interfere with the accreditation process.
- j) The observers of the accreditation process must be impartially and act independently and must provide a comprehensive review of the accreditation visit to SACAP.

18. Secretarial support to the Accreditation Board

- a) The Accreditation Board shall be administratively supported by a Secretary from the SACAP, where possible the SACAP Education Manager shall provide such secretarial support.
- b) The Secretary shall ensure that the Accreditation Board members complies with the Accreditation Rules during the accreditation visit and assist the Accreditation Board to prepare the accreditation report.
- c) Manage the visit with respect to time and arrangements with the Head of the ALS.
- d) Keep an attendance register.
- e) Keep records of meetings.
- f) Collect and collate information.
- g) Prepare declaration to be signed off and issued at the completion of the accreditation Board visit.
- h) Complete a report conforming to the SACAP approved format.

- i) Circulate draft reports for comment from Visiting Accreditation Board Members, and ensure that a record is kept of such comments.
- j) Ensure compliance with the timetable and activities set out in Appendix D.

19. ALS: The Process and Preparation for accreditation visits for continued accreditation

- a) The aim of an accreditation visit to an ALS is to determine whether graduates of the ALS, who will apply for registration as candidates in any of the SACAP's four registration categories, meet the minimum standards of competencies associated with the category of registration.
- b) The accreditation visit is an evidence-led and interactive evaluation of an ALS and the qualifications offered. Therefore, the ALS shall prepare documentation (detail in Appendix B) and evidence (detail in Appendix C) which is reviewed by an Accreditation Board which then makes a recommendation based on its findings.
- c) In preparation for accreditation visit, the ALS must consider budget, the preparation of the accreditation document, the compilation and presentation of the evidence, and the logistics of the visit.

20. Budget

- a) The ALS is responsible for financing the accreditation visit. Therefore, the accreditation fee shall be agreed upon before the accreditation visit is conducted. The budget fee covers costs of the accreditation visit only.
- b) The SACAP shall assist the ALS to determine an estimate budget and cost for the accreditation visit.
- c) Failure to pay the amount determined by the agreed time may result in the cancellation of the accreditation visit.

21. Documentation preparation (detail in Appendix C)

- a) The ALS shall compile a single comprehensive accreditation document which is submitted to the SACAP no later than four weeks prior to the accreditation visit. Appendix B stipulates the requirements of this accreditation document.
- b) Failure to submit the required documentation on time or submitting incomplete or unclear information may lead to the cancellation of the accreditation visit and the possibility that the ALS may lose its accreditation.

22. Presentation of evidence (detail in Appendix D)

The ALS shall prepare and compile evidence of academic and student work of the year preceding the accreditation visit. Evidence for each qualification and each year of study of a qualification shall be presented. This evidence shall be displayed during the accreditation visit. Appendix C stipulates the requirements for the compilation and presentation of evidence.

23. Accreditation logistics (detail in Appendix F)

The ALS shall liaise with the SACAP to prepare for the accreditation visit and hosting the Accreditation Board. Full details of the logistical preparation and the suggested timetable are available in Appendix D.

24. ALS: The process and preparation for first-time accreditation visits

An ALS preparing for an initial (first-time) accreditation visit of a new qualification is advised to request a pre-accreditation visit at least one year before an initial accreditation visit. If the Accreditation Board, at the pre-accreditation visit, is satisfied that the ALS will be ready for an initial accreditation visit within a year, then the new qualification(s) at the ALS will be designated 'candidate qualification for recognition'. However, this designation is not yet equal to accreditation. Only once an initial accreditation visit, following the accreditation process has been completed is accreditation visit possible.

25. ALS: The process and preparation for review of new qualifications

- a) Documentation for new architectural curricula is submitted to the SACAP for recommendation and support prior submission to the CHE for accreditation. The support from the SACAP confirms the alignment of the structure and content of the proposed qualification with the SACAP competencies. The SACAP competencies are contained in Appendix A.
- b) Accreditation of any new qualification at an ALS shall only be considered once the qualification has been approved by the CHE and SAQA and has been implemented at a higher education institution.
- c) Application documentation shall be submitted to the SACAP Education Manager. The documentation shall be reviewed by the SACAP Education Committee and written feedback will be given within 4 weeks after submission. Once support from the SACAP Council has been granted, applicants may proceed to submit the qualification into the HEQC system for accreditation. Appendix E sets out the requirements and format for submitting documentation for any new qualifications.

26. Responsibilities of the ALS and the Accreditation Board

- a) The costs incurred by both the ALS and the Accreditation Board are significant, so every attempt should be made to ensure that the accreditation visit proceeds smoothly and that there is no reason for the termination of the accreditation visit. Therefore, the ALS must be well prepared, be familiar with the process, must have all the necessary role players available, on time, and must have all information available, in a legible and accessible format at the onset of the visit or on request.
- b) The Accreditation Board must, similarly, be well prepared and familiar with the process, the ALS report and other documentation prior to the visit.
- c) The Chairperson and members of the Accreditation Board are responsible for the quality of the accreditation report submitted to the Education Committee. The accreditation reports must provide sufficient detail for the Education Committee to make an informed accreditation

recommendation to the Council. The accreditation report must clearly indicate matters that require remediation or that relate to programme improvement.

- d) The Accreditation Board shall determine whether the graduates of the ALS meet the required standards. To this end the lowest standards allowing learners to qualify for graduation are of greatest concern.
- e) The Accreditation Board shall evaluate whether or not the ALS's strategic objectives and the tactical aims of each academic year are good, clearly defined, understood by staff and learners, and are effectively implemented. Including the content and coverage of the syllabuses and the relevance of lectures in relation to project work.
- f) Design, technology, theory and history of architecture are the core subjects, therefore, the extent to which the courses develop skills and understanding in the learners is of particular interest:
- The ability to analyse and synthesize;
 - Creativity in design;
 - The ability generally to portray technically accountable and sustainable buildings;
 - Sensitivity to the relation between a building and its context;
 - An adequate knowledge of the history and theory of architecture, related arts, heritage, technologies and human sciences;
 - The skills of communication with clients, contractors and other members of the building team; and
 - An adequate understanding of the legal, ethical, contractual and procedural aspects of professional architectural practice.
- g) The preparation meeting before the accreditation visit is extremely important. An outline agenda should include at least the following item:
- Methodology, aim and objectives of the Accreditation Board;
 - Evaluation of documentation;
 - Review report of last visit and follow-up reports (if any);
 - Discuss vision of the ALS and curriculum content;
 - Review and identify matters to be clarified and investigated during the visit; and
 - Allocation of tasks amongst the Accreditation members.
- h) The Chairperson of the Accreditation Board must ensure that the accreditation visit is

effectively and effectively conducted and ensure that members of the Accreditation Board do not interrupt each other or act unprofessionally.

- i) The Chairperson shall ensure that all members of the Accreditation Board fully participate and that the accreditation visit is conducted in an orderly and efficient manner.

27. Accreditation outcomes and follow-up mechanisms

- a) The Accreditation outcomes shall be furnished to the ALS not less than 6 weeks after the conclusion of the accreditation visit.
- b) In the event that the AB has identified deficiencies during the accreditation visit, the educational institution shall ensure that the deficiencies are addressed within 12 months of the accreditation visit and the AB shall revisit the educational institution within 12 months after the accreditation visit to review all follow up actions.

28. Consultation with stakeholders

- a) The Accreditation rules shall be subject to section 36 (2) (a) of the Act which requires that before the Council makes any rule under this section, it must publish a draft of the proposed rule in the Gazette together with a notice calling on interested persons to comment in writing within a period stated in the notice, but the period may not be less than 30 days from the date of publication of the notice.

29. Approval and Review of the policy

- a) The Accreditation rules shall be reviewed every two years to ensure relevance of accrediting system.
- b) The Accreditation rules shall be recommended by the Education Committee for approval by the Council.

30. Appeal process

- a) Educational Institutions may appeal the decision of the Council in terms of section 35. (1) of the Architectural Profession Act.

31. Reference Documentation

- a) Higher Education Act, 101 of 1997.
- b) Architecture Profession Act, 44 of 2000.
- c) Canberra Accord: Rules and Procedures.
- d) Policy Framework on Accreditation of Built Environment Programs.

32. Accreditation schedule

Institution	Qualification Accredited
University of Cape Town	<ol style="list-style-type: none"> 1. Bachelor of Architectural Studies (BAS) – Candidate Architectural Technologist 2. Bachelor of Architectural Studies [BAS (Hons)] – Candidate Snr Technologist 3. Master of Architecture (Professional) (M. Arch) – Candidate Architect
University of the Witwatersrand	<ol style="list-style-type: none"> 1. Bachelor of Architectural Studies (BAS) – Candidate Architectural Technologist 2. Bachelor of Architectural Studies [BAS (Hons)] – Candidate Snr Technologist 3. Master of Architecture (Professional) (M. Arch) – Candidate Architect
Cape Peninsula University of Technology (CPUT)	<ol style="list-style-type: none"> 1. Diploma: Architectural Technology – Candidate Draughtsperson 2. Bachelor of Technology: Architectural Technology – Candidate Architectural Technologist
University of Pretoria (UP)	<ol style="list-style-type: none"> 1. Bachelor of Architectural Studies (BScArch) – Candidate Architectural Technologist 2. Bachelor of Architectural Studies [BScArch (Hons)] – Candidate Snr Technologist 3. Master of Architecture (Professional) (M. Arch) – Candidate Architect

Institution	Qualification Accredited
Durban University of Technology (DUT)	<ol style="list-style-type: none"> 1. National Diploma: Architectural Technology – Candidate Architectural Technologist (Old) 2. Bachelor of Technology: Architectural Technology (BArch) – Candidate Senior Architectural Technologist (Old) 3. Bachelor of Built Environment in Architecture (BBA) – Candidate Architectural Technologist (new) 4. Bachelor of Built Environment Honours in Architecture (BBA Hons) – Candidate Senior Architectural Technologist
Tshwane University of Technology (TUT)	<ol style="list-style-type: none"> 1. Bachelor of Architecture (Design and Technology), renamed as the BArch from 2017 – Candidate Senior Architectural Technologist 2. Bachelor of Architecture (Extended curriculum) with extended curriculum, renamed as the BArch (Ext) from 2018 onwards – Candidate Senior Architectural Technologist 3. Master of Architecture (M. Arch) – Candidate Architect 4. Master of Architecture - Architectural Technology (Professional), renamed as the M. Arch. Tech from 2018 onwards – Candidate Architect
University of KwaZulu-Natal (UKZN)	<ol style="list-style-type: none"> 1. Bachelor of Architectural Studies (BAS) – Candidate Architectural Technologist 2. Master of Architecture (March) – Candidate Architect
Nelson Mandela University (NMU)	<ol style="list-style-type: none"> 1. Bachelor of Architectural Studies (BAS) – Candidate Architectural Technologist 2. Master of Architecture (March) – Candidate Architect
Nelson Mandela University (NMU) South Campus	<ol style="list-style-type: none"> 1. Diploma in Architectural Technology – Candidate Architectural Technologist 2. Adv. Diploma in Architectural Technology – Candidate Senior Architectural Technologist 3. Adv. Diploma in Architectural Design – Candidate Senior Architectural technologist
University of Free State (UFS)	<ol style="list-style-type: none"> 1. Bachelor of Architectural Studies (BAS) – Candidate Architectural Technologist 2. Bachelor of Architectural Studies [BAS (Hons)] – Candidate Snr Technologist 3. Master of Architecture (Professional) (M. Arch) – Candidate Architect

APPENDIX A

THE SOUTH AFRICAN COUNCIL FOR THE ARCHITECTURAL PROFESSION (SACAP) COMPETENCIES

1. Introduction

The core mandate of SACAP on architectural education is to set standards of architectural education and training in South Africa. Therefore, all architectural qualifications are benchmarked against the SACAP competencies as the main criteria for accreditation. The SACAP competencies sets out the required skills that each architectural graduate have upon completion of the qualification. To this end, all accreditation documentation (Architectural Learning Sites Report Appendix B, Architectural Learning Sites Evidence Preparation Appendix C and Architectural Learning Sites Qualification Submission Appendix E,) prepared by an Architectural Learning Site should identify how the SACAP competencies and standards are being met within the curriculum, pedagogic approach and assessment practices of the Architectural Learning Sites (ALS).

This appendix describes the competencies required for each of the categories of registration as stipulated in section 18 of the Architectural Profession Act 44 of 200). The Standard Generating Body (SGB) for Architecture is intended to interface between academia and practice. The competencies are informed by four interdependent considerations.

2. Outcome Fields

The essential skills and knowledge required to practice architecture in a sustainable, socially responsible and financially viable way are clustered into a range of ten specific outcome fields.

1. Office practice, legal aspects and ethics Outcome
2. Computer applications
3. Urban relationship
4. Architectural history & theory
5. Architectural design
6. Environmental relationship

7. Contract documentation and administration
8. The structure of buildings
9. Construction technology
10. Building services & related technologies

3. Identification of work policy

The competencies are aligned to the Identification of Work (IDoW) policy under Board Notice 27 of 2021. The IDoW policy is based on the complexity of the project, and the sensitivity of the context and site, whether natural or constructed.

		SITE SENSITIVITY		
		LOW	MEDIUM	HIGH
PROJECT COMPLEXITY	LOW	PrArchDraught		
		PrArchT		
		PrSArchT		
		PrArch		
	MEDIUM	PrArchT		
		PrSArchT		
		PrArch		
	HIGH	PrSArchT		

4. Alignment to national higher education legislation

The SACAP competencies establishes a consistent framework, and aligns and matches categories of registration with the relevant qualifications. The qualification frameworks have been updated several times in the past two decades. Currently the Higher Education Qualification Sub Framework (HEQSF) is the standard framework. The National Qualification Framework (NQF) levels have also changed. The table below aligns current qualifications and related NQF levels to establish a holistic picture of present architectural qualifications in South Africa. All qualifications require two or three years of candidacy and the successful completion a professional practice exam before registration as a professional.

HEQSF aligned Architectural Qualifications at ALSs for SACAP Registration:

CATEGORY	ACRONYM	QUALIFICATION	NQF LEVEL
Professional Architect	PrArch	Master's Degree (Prof) [5 years, 660 credits]	9
Professional Senior Architectural Technologist	PrSArchT	Bachelor (Hons) Bachelor's Degree [4 years, 480 credits] Postgraduate Diploma	8
Professional Architectural Technologist	PrArchT	Bachelor's Degree [3 years, 360 credits]	7
		Diploma [3 years, 360 credits] Advanced certificate [3 years, 240 credits]	6
Professional Architectural Draughtperson	PrArchD	Higher Certificate [1 year, 120 credits]	5

5. Learning levels

The fourth consideration is the requirement that the SACAP competencies must allow an architectural professional to compete and operate locally and internationally. Considerable benchmarking was done with competencies set out by other international accrediting agencies.

LEVEL	LEARNING LEVEL	DESCRIPTION
A	Awareness	Acquaintance with relevant concepts and methods, without necessary being skilled to paraphrase information.
B	Knowledge	Familiarity with relevant information, without necessary being skilled to see its fullest implication or application.
C	Understanding	Full assimilation and comprehension of information, and the skill to correctly paraphrase it and relate it to other situations, including its practical application.
D	Ability	Skill in analyzing problems, identifying appropriate information for the accomplishment of tasks and to apply it to the solution of specific problems.

6. The SACAP summary matrix of competencies

This summary categorises the competencies and skills in relationship to the body of knowledge and expertise available and rate it from minimal, low and medium through to advanced.

			OUTCOMES FIELD & NO									
PROFESSIONAL CATEGORY		LEARNING LEVEL REQUIREMENTS PER CATEGORY	Architectural design	Environmental relationships	Construction technology	The structure of building	Contextual & urban relationships	Architectural history, theory & precedent	Building services & related technologies	Contract documentation & administration	Computer applications	Office practice, legal aspects & ethics
			1	2	3	4	5	6	7	8	9	10
Professional Architect	Advanced	A										
	Medium	B										
	Low	C										
	Minimal	D										
Prof Senior Arch. Technologist	Advanced	A										
	Medium	B										
	Low	C										
	Minimal	D										
Prof Arch. Technologist	Advanced	A										
	Medium	B										
	Low	C										
	Minimal	D										
Prof Arch. Draughtsperson	Advanced	A										
	Medium	B										
	Low	C										
	Minimal	D										

The SACAP Competencies

	C.Arch. Draught	C.Arch. T		CS. Arch.T	C.Arch
	A person registered in one of the categories above must demonstrate ...				
1. Office practice, legal aspects and ethics	<p>EXPERIENTIAL</p> <p>Understanding of the required legal and regulatory frameworks within which the architectural profession is ethically practiced.</p>	<p>FORMAL</p> <p>Understanding of the terminology, basic concepts, and principles of architectural practice.</p> <p>Understanding of the contents of the various building contracts and the practice manual.</p> <p>Understanding of all the regulatory, IDOW and legal aspects of the profession</p> <p>FORMAL</p> <p>Understanding of allied professions, industries, organizations, regulations, and procedures involved in translating design concepts into buildings and integrating plans into overall planning.</p> <p>Knowledge of the terminology and basic concepts and principles of business practice.</p> <p>Knowledge of the administrative and logistical support systems in a practice.</p>		<p>FORMAL</p> <p>Understand the terminology, basic concepts and principles of architectural practice.</p> <p>Understand all the regulatory, IDOW and legal aspects of the profession</p> <p>Understanding of the contents of the various building contracts and practice manual.</p> <p>FORMAL</p> <p>Understanding of allied professions, industries, organizations, regulations, and procedures involved in translating design concepts into buildings and integrating plans into overall planning.</p> <p>Understand the terminology, basic concepts and principles of business practice.</p> <p>Understand the administrative and logistical support systems in a practice. Understand the basic concepts of business structures and principles, pertaining to architectural profession.</p> <p>Ability to design a feasible information access and retrieval system.</p> <p>Ability to design a functional and integrated management system.</p> <p>Ability to participate meaningfully in the management and administration of a building project.</p> <p>Ability to set up and run a building project Successfully.</p>	<p>FORMAL</p> <p>Ability to apply all the regulatory, IDOW and legal aspects of the profession</p> <p>Ability to implement the contents of the various building contracts and the practice manual.</p> <p>FORMAL</p> <p>Understanding of allied professions, industries, organizations, regulations, and procedures involved in translating design concepts into buildings and integrating plans into overall planning.</p> <p>Ability to apply the basic concepts of business structures and principles, pertaining to architectural profession. Ability to design a feasible information access and retrieval system.</p> <p>Ability to design a functional and integrated management system.</p> <p>Ability to implement administrative and logistical support systems in a practice.</p> <p>Ability to design marketing strategy.</p> <p>Ability to participate meaningfully in the management and administration of a building project.</p> <p>Ability to set up and run a building project successfully.</p>

	C.Arch. Draught	C.Arch. T		CS. Arch.T	C.Arch
	A person registered in one of the categories above must demonstrate ...				
2. Computer applications	FORMAL <u>Understanding</u> of the range of computer technology and digital tools presently in use in architectural practice and ...	FORMAL <u>Understanding</u> of computer technology and digital tools presently in use in architectural practice and ...		FORMAL <u>Understanding</u> of the range of computer technology and digital tools presently in use in architectural practice	FORMAL <u>Understanding</u> of the range of computer technology and digital tools presently in use in architectural practice and ...
	FORMAL <u>Ability</u> to apply it in the execution of work. Computer software to include web browsers and communication programs, word processing, architectural drawing, graphic and image editing programs.	FORMAL <u>Ability</u> to apply it in the execution of work. Computer software to include web browsers and communication programs, word processing, spreadsheets, architectural drawing, graphic and image editing programs.		FORMAL <u>Ability</u> to apply it in the execution of work. Computer software to include web browsers and communication programs, word processing, spreadsheets, data bases, architectural drawing, 3- dimensional modelling, graphic and image editing programs. <u>Ability</u> to design, publish and maintain a website. <u>Knowledge</u> of different computer hardware solutions for networking. Ability to make informed decisions in the acquisition of networking hardware. <u>Ability</u> to troubleshoot network problems on a basic level. <u>Knowledge</u> of operating systems for networked machines, and, in particular, setting up work groups, setting permissions and data security. <u>Ability</u> to troubleshoot, upgrade and maintain PCs at a basic level.	FORMAL <u>Ability</u> to apply it in the execution of work. Computer software to include web browsers and communication programs, word processing, spread- sheets, databases, architectural drawing, 3- dimensional modelling, graphic and image editing programs.
3. Urban relationships	FORMAL <u>Knowledge</u> of and sensitivity to urban aspects when designing individual buildings.	FORMAL <u>Knowledge</u> of and sensitivity to urban aspects when designing individual buildings.		FORMAL <u>Understanding</u> of and sensitivity to urban aspects when designing individual buildings. <u>Knowledge</u> of urban design, planning, and the skills involved in the planning process.	FORMAL <u>Understanding</u> of the basic spatial, functional and aesthetical aspects appropriate to urban design. <u>Ability</u> to evaluate urban environments in very basic terms in an analytical, constructive and critical manner. <u>Understanding</u> of and sensitivity to urban aspects when designing individual buildings. <u>Knowledge</u> of urban design, planning, and the skills involved in the planning process.

4. Architectural history & theory	C.Arch. Draught	C.Arch. T		CS. Arch.T	C.Arch
	A person registered in one of the categories above must demonstrate ...				
	FORMAL <u>Awareness</u> of basic terminology pertaining to architectural theory and history studies.	FORMAL <u>Awareness</u> of responsibilities toward human, social, cultural, urban, architectural, and environmental values, as well as architectural heritage. <u>Knowledge</u> of the basic spatial and aesthetical aspects appropriate to architecture. <u>Knowledge</u> of architectural history in broad terms. <u>Knowledge</u> of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale. <u>Understanding</u> of the profession of architecture and the role of the architectural professional in society, in particular in preparing briefs that take into account social factors.		FORMAL <u>Awareness</u> of responsibilities toward human, social, cultural, urban, architectural, and environmental values, as well as architectural heritage. <u>Understanding</u> of architectural history and theories of architecture and the related arts, technologies, and human sciences. <u>Understanding</u> of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale. <u>Understanding</u> of the profession of architecture and the role of the architectural professional in society, in particular in preparing briefs that take into account social factors. <u>Understanding</u> of the principles of learning from historical precedent. <u>Awareness</u> of the built environment and understanding of structures an analytical and constructive, critical manner. <u>Knowledge</u> of the basic spatial and aesthetical aspects appropriate to architecture. <u>Understanding</u> of research processes in architectural theories.	FORMAL <u>Awareness</u> of responsibilities toward human, social, cultural, urban, architectural, and environmental values, as well as architectural heritage. <u>Understanding</u> of architectural history and theories of architecture and the related arts, technologies, and human sciences, as part of a wider natural, social, technological and cultural system. <u>Ability</u> to evaluate and analyze the built form critically in complex terms. <u>Understanding</u> of the principles of learning from historical precedent. <u>Understanding</u> of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale. <u>Understanding</u> of the profession of architecture and the role of the architectural professional in society, in particular in preparing briefs that take into account social factors. <u>Understanding</u> of social, ethical, spatial and aesthetical aspects of the environment. <u>Ability</u> to conduct relevant research in architectural theories.

5. Architectural design	C.Arch. Draught	C.Arch. T		CS. Arch.T	C.Arch
	A person registered in one of the categories above must demonstrate ...				
	<p>FORMAL</p> <p><u>Knowledge</u> of the fundamentals of the design process and how it impacts on the documentation process.</p> <p><u>Knowledge</u> to create architectural designs that satisfy both aesthetic and technical requirements.</p>	<p>FORMAL</p> <p><u>Knowledge</u> of the principles and terminology applicable to architectural design.</p> <p><u>Understanding</u> of the fundamentals of the design process.</p> <p><u>Ability</u> to do thorough, appropriate planning.</p> <p><u>Understanding</u> of problem analysis on a basic level.</p> <p><u>Knowledge</u> of social and environmental issues.</p> <p><u>Knowledge</u> to create architectural designs that satisfy both aesthetic and technical requirements.</p>		<p>FORMAL</p> <p><u>Ability</u> to do a competent design of a multi-story building as well as long span structures, based on parameters and constraints developed through independent scientific research, which are sensitive to issues of environment and sustainability, as well as cultural issues in a responsible, appropriate and economical manner in an urban, a sub-urban or rural context.</p> <p><u>Ability</u> to appraise and define the above-mentioned architectural problem.</p> <p><u>Ability</u> to prepare an appropriate concept.</p> <p><u>Ability</u> to develop the design to an ultimate and rational conclusion.</p> <p><u>Ability</u> to present the design synthesis in a logical manner.</p> <p><u>Ability</u> to create architectural designs that satisfy both aesthetic and technical requirements.</p> <p><u>Knowledge</u> of the fine arts as an influence on the quality of architectural design.</p> <p><u>Understanding</u> of the methods of investigation and preparation of the brief for a design project.</p>	<p>FORMAL</p> <p><u>Ability</u> to do a competent building design of a complex nature, based on parameters and constraints developed through independent scientific research, which is sensitive to issues of environment and sustainability, as well as cultural issues in a responsible, appropriate and economical manner in an urban, a sub-urban or rural context.</p> <p><u>Ability</u> to appraise and define a complex architectural problem.</p> <p><u>Ability</u> to prepare an appropriate concept.</p> <p><u>Ability</u> to develop the design to an ultimate and rational conclusion.</p> <p><u>Ability</u> to present the design synthesis in a logical manner.</p> <p><u>Ability</u> to create architectural designs that satisfy both aesthetic and technical requirements.</p> <p><u>Knowledge</u> of the fine arts as an influence on the quality of architectural design.</p> <p><u>Understanding</u> of the methods of investigation and preparation of the brief for a design project.</p> <p><u>Ability</u> and training in research techniques as an inherent part of architectural learning, for both students and teachers.</p>

C.Arch. Draught		C.Arch. T		CS. Arch.T		C.Arch	
A person registered in one of the categories above must demonstrate ...							
6. Environmental relationships	FORMAL <u>Awareness</u> of the issues	FORMAL <u>Awareness</u> of the issues		FORMAL <u>Understanding</u> of the relationship between the natural and the built environment. <u>Understanding</u> of physical problems and technologies and of the function of buildings to provide them with internal conditions of comfort and protection against the climate. <u>Understanding</u> of landscapes and environmental structures in basic terms in an analytical, constructive, and critical manner. <u>Knowledge</u> of the basic spatial, functional and aesthetical aspects appropriate to landscape architecture	FORMAL <u>Understanding</u> of the relationship between the natural and the built environment. <u>Ability</u> to evaluate landscapes and environmental structures in basic terms in an analytical, constructive and critical manner. <u>Understanding</u> of the basic spatial, functional and aesthetical aspects appropriate to landscape architecture <u>Knowledge</u> of the means of achieving ecologically sustainable design and environmental conservation and rehabilitation. <u>Knowledge</u> of physical problems and technologies and of the function of buildings to provide them with internal conditions of comfort and protection against the climate.		

7. Contract documentation & administration	C.Arch. Draught	C.Arch. T		CS. Arch.T	C.Arch
	A person registered in one of the categories above must demonstrate ...				
	FORMAL <u>Ability</u> to apply drawing and specifying aspects pertaining to a simple double-storey building employing either a drawing board or personal computer <u>Ability</u> to apply basic drawing and lettering techniques, basic annotation, and specification. <u>Ability</u> to do drawings and sheet layouts. Understanding of relationships between general layout drawings. <u>Ability</u> to apply appropriate National Building Regulations (NBR) and the South African National Standards 10400 (SANS). <u>Understanding</u> of local authority approval requirements and procedures. <u>Understanding</u> of graphic projections, scale, dimensioning and annotation. <u>Knowledge</u> of project financing, project management, cost control, and methods of project delivery.	FORMAL <u>Ability</u> to produce a set of working drawings as part of a set of contract documents of a complex building to acceptable practice standards. <u>Ability</u> to develop durable, cost-effective, climate-responsive construction systems and details sensitive to the contextual language of the design concept. <u>Understanding</u> of project financing, project management, cost control, and methods of project delivery. <u>Knowledge</u> of the relevance of appropriate National Building Regulations (NBR) as well as the requirements of the SANS 10400. <u>Knowledge</u> of local authority approval requirements and procedures.		FORMAL <u>Ability</u> to produce a set of working drawings as part of a set of contract documents of a complex building to acceptable practice standards. <u>Ability</u> to develop durable, cost-effective, climate-responsive construction systems and details sensitive to the contextual language of the design concept. <u>Understanding</u> of the relevance of applicable appropriate National Building Regulations (NBR) as well as the requirements of the SANS 10400. <u>Ability</u> to respond to local authority approval requirements and procedures. <u>Knowledge</u> of project financing, project management, cost control, and methods of project delivery.	FORMAL <u>Ability</u> to produce a comprehensive set of contract documents of a complex building to acceptable practice standards. <u>Ability</u> to develop durable, cost-effective, climate-responsive construction systems and details. <u>Ability</u> to recognize the demands of context and local resources and appropriate technologies that harmonize with the environment. <u>Understanding</u> of issues of sustainability of the built environment and ability to be able to evaluate materials in an ethical and socially responsible manner. <u>Understanding</u> of appropriate National Building Regulations (NBR) as well as the requirements of the SANS 10400. <u>Ability</u> to respond to local authority approval requirements and procedures. <u>Knowledge</u> of project financing, project management, cost control, and methods of project delivery.

	C.Arch. Draught	C.Arch. T		CS. Arch.T	C.Arch
	A person registered in one of the categories above must demonstrate ...				
8. Building structures	FORMAL <u>Understanding</u> of the terminology and principles associated structures. <u>Ability</u> to do pocket calculator functions. Understanding of the basic units used in the building industry, SI units. <u>Ability</u> to do calculations of area and perimeter of basic geometric figures. Ability to do calculations of volume of basic geometric figures. <u>Ability</u> to do calculations of angles employing sine, cosine, tangent as well as inverse	FORMAL <u>Knowledge</u> of the basic structural concepts pertaining to buildings.		FORMAL <u>Understanding</u> of the basic structural design, construction, and engineering problems associated with building design. <u>Ability</u> to integrate structure and building design.	FORMAL <u>Understanding</u> of structural design, construction, and engineering problems associated with building design. <u>Ability</u> to integrate structure and building design. <u>Understanding</u> of calculations on the structural aspects of buildings.
9. Construction technology	FORMAL <u>Ability</u> to research materials, products and components using commercially available referencing material for contract documentation purposes. <u>Knowledge</u> of the generic names of materials as well as common sizes and thickness. <u>Ability</u> to specify basic building materials on technical drawings. <u>Ability</u> to solve construction and design problems in producing working drawings of basic double storey buildings.	FORMAL <u>Knowledge</u> of construction methods and uses for materials related to simple low-rise building types. <u>Ability</u> to develop durable, cost-effective, climate responsive construction details. <u>Ability</u> to conduct limited relevant research into construction methods and materials and the appropriate applications.		FORMAL <u>Understanding</u> of construction methods and uses for materials related to simple multi story building <u>Understanding</u> of the demands of context, local resources and appropriate technologies that harmonize with the environment, which influence the construction of a building. <u>Ability</u> to implement a creative competence in building techniques, founded on a comprehensive understanding of the disciplines and construction methods related to architecture. <u>Ability</u> to develop durable, cost-effective, climate responsive construction details. <u>Ability</u> to conduct limited relevant research into construction methods and materials and the appropriate applications.	FORMAL <u>Ability</u> to implement a creative competence in building techniques, founded on a comprehensive understanding of the disciplines and construction methods related to architecture, and uses for materials related to multi-storey, multi- functional, complex building types. <u>Ability</u> to recognize the demands of context, local resources and appropriate technologies that harmonize with the environment, which influence the construction of a building. <u>Ability</u> to develop durable, cost-effective, climate responsive construction details. <u>Ability</u> to conduct advanced research into construction methods and materials and the appropriate applications.

10. Building services & related technologies	C.Arch. Draught	C.Arch. T		CS. Arch.T	C.Arch
	A person registered in one of the categories above must demonstrate ...				
	FORMAL <u>Understanding</u> of the elementary building services, e.g. drainage, hot and cold-water supply and electrical services.	FORMAL <u>Knowledge</u> of the various technological aspects relating to services. <u>Knowledge</u> of the building regulations pertaining to all building services. <u>Knowledge</u> of the following technological aspects and building services: Drainage and water reticulation. Electrical and electronic services and lighting. Communications. Air and gas supply. Heating and cooling. Elevators and escalators. Fire protection and control. Acoustics and sound systems		FORMAL <u>Understanding</u> of the integration of the various technological aspects relating to services in one cohesive design. <u>Understanding</u> of the building regulations pertaining to all building services. <u>Understanding</u> of the following technological aspects and building services: Drainage and water reticulation. Electrical and electronic services and lighting. Communications. Air and gas supply. Heating and cooling. Elevators and escalators. Fire protection and control. Acoustics and sound systems.	FORMAL <u>Ability</u> to integrate the various technological aspects relating to services in one cohesive design and find technological solutions. <u>Understanding</u> of the building regulations pertaining to all building services. <u>Understanding</u> of the following technological aspects and building services: Drainage and water reticulation. Electrical and electronic services and lighting. Communications. Air and gas supply. Heating and cooling. Elevators and escalators. Fire protection and control. Acoustics and sound systems.

APPENDIX B

ACCREDITATION BOARD (AB)

An Accreditation Board is a team of representatives drawn from the SACAP's Accreditation Panel. This appendix provides detailed information about the roles, duties and responsibilities of the AB. This appendix also explains the evaluation approach, provides an evaluation matrix, presents a pre-meeting agenda, and provides details for communicating the accreditation visit findings.

1. Purpose and scope of the work of an AB

The purpose of an AB is to conduct accreditation visit to an ALS for new or continued accreditation, including visits to assess the ALS after conditional accreditation or withdrawal of accreditation has been granted. An AB reviews the evidence provided by the ALS to evaluate students' knowledge and skills against the SACAP competencies (**APPENDIX A**) and the SACAP's transformation objectives.

An AB focuses on the evidence presented and not specifically on the process of teaching and learning, although the latter does however provide an important context against which the evidence is viewed. An AB must assess coursework and outcomes in terms of structure, credits, content, teaching and learning, practical and intellectual ability. An AB should accept the prerogative of an ALS to formulate the teaching and learning design, policies, and procedures. An AB's role is not to instruct the ALS how to conduct its academic business. Its role is to evaluate the qualifications to ensure that they meet the standards prescribed by SACAP.

2. Composition of an AB

In choosing representatives for an AB, it is essential to balance appropriate experience with representation of the various interests and needs of the ALS. International experience is critical. For the sake of succession and continuity, an AB should also comprise members representing a diversity of gender, identity, race, age, experience, disability status, level of qualification and registration. Where possible:

- a) The AB must have a Chairperson and Vice chairperson;
- b) 2 academics;
- c) 2 registered professionals;

- d) 1 Council member;
- e) The Chairperson of the Education Committee or delegated Committee member.

The AB may include 2 observers:

- i. Which may be a post-graduate student representative of another region / ALS;
- ii. An observer for training and development for skills purposes; and
- iii. Representative of the Council for the Built Environment or Built Environment Councils.

AB members are appointed by the Registrar of SACAP from the members of the AP. The appointment is communicated to the head of an ALS. AB members are informed about the appointment no later than three months prior to a planned accreditation visit. An AB member should not be informed of the identity of an ALS under accreditation until membership of an AB has been confirmed. Any conflict of interest should be declared by selected AB members before an AB is finalised.

3. AB Evaluation Approach

The ultimate task of an AB is to determine whether the graduates of the ALS meet the required professional standards set out by the SACAP competencies (**APPENDIX A**). An AB reviews an ALS's ability to deliver its qualification/s and maintain the standard of achievement of students, at the various categories of registration for candidature. To this end, the lowest standards of students qualifying for graduation are of greatest concern.

Although the alignment of an ALS's curriculum and outcomes with the SACAP competencies forms the core of the evaluation, an ALS provides additional contextual information and evidence. An AB therefore has an opportunity to comment on this additional information and evidence as part of a process of accreditation visit, to facilitate reflection and growth of an ALS. An AB reviews and evaluates an ALS's report and the evidence presented during the accreditation visit. All parts of an ALS Report (detail in **APPENDIX C**) capture the period since the previous accreditation visit. However, evidence presented by an ALS (detail in **APPENDIX D**) during the accreditation visit of the curriculum content, student work and assessments are based on the academic year preceding the accreditation visit.

4. Evaluation Matrix (APPENDIX B.1)

The evaluation matrix (**APPENDIX B.1**) corresponds with an ALS report (**APPENDIX C**) and provides guidelines for evaluation. In addition, the SACAP competencies (**APPENDIX A**) and the subject review template (**APPENDIX B.2**) should be used as part of the evaluation approach and process. The evaluation matrix with comments must be included in the final accreditation report (format in **APPENDIX B.3**).

5. Accreditation Board Members, Roles, Duties and Responsibilities

Members of the AB

For an accreditation visit, an AB will include a minimum of 5 members and an observer:

- Four professional members of which one will be selected as the Chair of an AB:
 - o academics;
 - o registered professionals;
 - o Council member;
 - o Chairperson or Committee Education Committee member; and a
 - o A Secretary.
- In addition, there may be the following observers:
 - o A post-graduate student representative of another region/ALS;
 - o An observer for training purposes who will not participate in the validation process; and
 - o Representatives of the CBE or similar authorities.

When delegated representatives of other authorities, such as the CBE join the AB as observers, the CBE shall carry the expenses. Representatives of authorities such as the CBE are subject to prior SACAP approval. The extent to which observers may participate in the process, will be at the discretion of an AB Chairperson.

For an advisory visit panel, only 3 member of the AB shall undertake such visit.

While the accreditation process is intended to be as transparent as possible, an AB is prohibited from discussing the details of the accreditation visit with anyone until the Final Accreditation Report (FAR) is released.

The Chair

The Chair is the ultimate authority during the accreditation visit. The Chair may, in consultation with the Registrar and the Chairperson of the Education Committee, cancel the accreditation visit, if the accreditation information has not been provided timeously.

The duties of the Chair include:

- convening an information and coordination meeting a day prior to the accreditation visit;
- ensuring that all members are on time and in attendance;
- facilitating the introduction of the AB members;
- explaining the purpose of the visit and the proceedings;
- apportioning tasks and responsibilities to be undertaken during the visit to the AB members;
- determining the extent to which observers may participate in the accreditation process;
- chairing all meetings;
- supporting the Secretary and the Accreditation visit Manager in timekeeping for the sake of order and discipline;
- dealing with housekeeping issues
- calling for representations, and presentations, etc.;
- presenting points arising from meetings and discussions when meeting with representatives of management and the executive;
- presenting the accreditation visit statement to the ALS;
- ensuring that the accreditation report is completed and delivered timeously.

The AB Secretary

The Secretary oversees the organisational aspects of the accreditation visit. The duties of the Secretary include:

- Managing arrangements with the head of the ALS;
- Keep records and minutes of meetings;
- Collecting and collating information received from the accreditation visit manager;
- Preparing the interim report statement to be signed off and issued at the completion of the visit;
- Circulating draft reports for comment to the AB members, and ensuring that a record is kept of all comments;
- Complete a report conforming to the SACAP approved format;

- Completing an accreditation report conforming to the SACAP approved format within eight weeks of the completion of the accreditation (**APPENDIX D**).

Accreditation Visit Manager (Site inspection)

The accreditation visit manager is selected from the members of an AB during the pre-meeting. The duties of the Accreditation Visit Manager are:

- Ensure that all AB members are aware of the sequence of events;
- Keeps all attendance registers of each meeting;
- Timekeeping off all meetings and events;
- Collecting and collating information from the VB members at the end of each day.

Accreditation Board Members

The duties of the AB members include:

- studying the Accreditation Rules prior to arrival for the accreditation visit, with specific reference to the SACAP competencies (APPENDIX A) and the evaluation approach (APPENDIX B);
- studying the current and previous ALS Report prior to arrival for the accreditation visit;
- being timeous for all meeting and accreditation events;
- attending and participating in all meetings;
- engaging with and assessing the ALS report and presented evidence;
- completing subject review forms and reflective notes and submitting this to the accreditation visit manager at the end of each day;
- providing meaningful, substantive, and timeous input for the preparation and completion of the accreditation report.
- ensuring that all arrangements for travel, including airport transfers, are organised well in advance by SACAP.

Accreditation Board Observers

- The AB Observers ordinarily do not actively participate but may, with the discretion of and in consultation with the Chair, participate beyond observation.
- Observers should not influence the accreditation visit outcome as they are not selected for their competencies directly related to the outcome required in the visit.

- Observers should be open and be able to account for the events of the process.
- The observer's status should be that of an independent agent to comprehensively review the accreditation process.

6. Pre-Meeting Organisation and Agenda

The pre-meeting takes place prior to the AB's first arrival at the ALS. The meeting is intended to review and identify matters to be clarified and investigated during the accreditation visit and to identify areas of interest and expertise of the accreditation board members and to allocate tasks accordingly.

No.	AGENDA ITEM	NOTES & COMMENTS
1.	Welcome	Introductions
2.	Confirmations	Conflicts of interest Confidentiality agreement Contact information, qualifications & affiliations Authority and roles Honoraria Agreement on completion of report
3.	Administrative & logistical arrangements	Travel home Accommodation Local travel Punctuality After hour arrangements
4.	Background and orientation	Act No. 44 of 2000 Review of previous validation report Review of the ALS report Accreditation timetable Time management
5.	The need for a holistic approach to assessment	Accreditation Diversity of curriculum and teaching approaches

No.	AGENDA ITEM	NOTES & COMMENTS
6.	Clarification of purpose and potentiality accreditation recommendations	An advisory visit Unconditional accreditation Conditional accreditation Withdrawal of accreditation Candidate qualification for recognition Deferred recognition Deferred accreditation Appeals process
7.	Recapping the process	Accreditation Rules Competencies for the Architectural Profession
8.	Essential elements	Focus on the lowest pass Head of ALS and staff briefing Interviews & group discussions extremely valuable Exhibitions Portfolios Nothing to be taken for granted Credible evidence-based findings important Do not make substantial findings based off isolated comment without verification
9.	Collating commentary	Allocation of responsibilities Capturing of information Compiling the interim and final accreditation reports
10.	Accreditation visit statement	Verbal Accreditation statement and an Interim report List conditions and/or recommendations All AB members to sign off
11.	Additional matters, questions and closure	

7. Deciding on the Outcome

The possible accreditation outcomes are available in the MAIN DOCUMENT of the Accreditation Rules. Conditional accreditation should be granted with great circumspection. In the past, ABs have granted conditional accreditation assuming that ALSs would benefit from the supposed leverage. However, conditional accreditation has generally not only failed to elicit the higher

education institution's support hoped for. Conditional accreditation should therefore only be recommended when it is clearly demonstrated that the graduates of the learning site under accreditation lack the skills and competencies required for registration as a candidate in a professional category.

8. Process for Communicating Validation Findings

The accreditation visit findings are communicated to the ALS in various stages. The timeline for those stages is set out below.

Timelines

Before departure from the ALS	Convey the Verbal Exist Statement to the ALS	
1 week	Submit the Exist Statement Report to the Head of the ALS.	
2-3 weeks	Circulate the draft Accreditation Visit Report to the AB for comments.	AB Secretariat / AB members
4 weeks	Amend and revise the draft Accreditation Visit Report to include all AB comments. Submit to the AB Chairperson for final checks.	AB Secretariat
5 weeks	Submit the final draft Accreditation Visit Report to the Senior Manager for review and the Registrar for final approval.	AB Secretariat
6 weeks	Submit the final draft Accreditation Visit Report to the Head of School for factual checking and signature.	The SACAP Education & Accreditation Manager
6 weeks	Submit the final draft Accreditation Visit Report to the AB Chairperson for signature.	The SACAP Education & Accreditation Manager
8 weeks	Submit the final draft Accreditation visit Report to the Education Committee for review and recommendation to Council.	Education Committee members

Before departure from the ALS	Convey the Verbal Exist Statement to the ALS	
(12 weeks)	Submit to Council for final approval and ratification.	Council
12 weeks	Submit the ratified Accreditation Visit Report to the Head of School, the Dean and the Chancellor of the ALS. Place the ratified Accreditation Visit Report on the SACAP website.	SACAP Education & Accreditation Manager

9. Accreditation Statements and Final Reports

Verbal Accreditation Statement

The Verbal Accreditation Statement is presented to the ALS at the end of the accreditation visit. Written Accreditation Statement.

The Written Accreditation Statement is sent to the Head of an ALS no later than one week after the conclusion of the accreditation visit.

Draft Accreditation Report

The Draft Accreditation Report is sent to the Head of the ALS for comments no later than 8 weeks after the conclusion of the accreditation visit. The DVR should contain the essential decision regarding accreditation, as well as the most pertinent strengths and weaknesses of an ALS.

Final Accreditation Report

The Final Accreditation Report is approved by Council prior to communication to the ALS. The report shall be furnished to the ALS not less than 6 weeks after the conclusion of the accreditation visit. The FAR should follow the format provided in **APPENDIX B.3**.

APPENDIX B.1

EVALUATION MATRIX

The evaluation matrix corresponds with the ALS report (**APPENDIX C**) and provides guidelines to an Accreditation Board (AB) for the evaluation of the Architectural Learning Site (ALS). In addition, the SACAP competencies (**APPENDIX A**) and the subject review template (**APPENDIX B.2**) should be used as part of the evaluation approach and process. The evaluation matrix, with comments, must be included in the Final Accreditation Report (format in **APPENDIX B.3**).

a) ALS PEDAGOGIC POSITION, IMPACT AND FUTURE VISION

Does the ALS have a clear focus? Is the ALS making an impact on the profession and community? Is the ALS aware of, and responsive to, its own strengths and weaknesses? Does the ALS have a clear future vision and strategy?

b) TRANSFORMATION

Does the ALS engage with, and address, transformation, decolonisation, diversity, equity and inclusivity in the design of the curriculum, in its approach to staff and students and its engagement with the institution and the wider community?

c) PROGRAMME DESIGN

Is the structure and design of the curriculum clear and aligned with the respective NQF exit level outcomes required of the qualification. Are the aims and objectives, expected outcomes modules/units clear? Do the exit levels achieve the outcomes of related SACAP competencies? Is design the core of professional architectural education and does it constitute at least half of the curriculum? Are the changing needs of the architectural profession, societies and technologies met through the programme design?

d) TEACHING AND LEARNING

Are the ALS's strategic objectives and the tactical and pedagogic approaches of each academic year valid, clearly defined, understood by staff and learners, and effectively implemented? Is the content of the curriculum and syllabus relevant and adequately covered in the presentation of the coursework and projects? Is the coordination of the subjects/modules/units and the qualifications rigorous, valid, and reliable? Do the resources of the ALS support its teaching

and learning strategy? Is communication to the students clear? Is there teaching and learning support and capacity building at ALS and institutional level? Does the ALS integrate with the institutional learning management system? If applicable, is there a work-readiness program and how is it managed and assessed?

e) ASSESSMENT

Does assessment support the teaching and learning strategy? Are the assessment strategies and processes transparent and clearly communicated to students? Are the assessments reliable, rigorous, and secure? Are there strategies in place to deal with copying and plagiarism?

f) STAFF

How are staff members integrated and supported as valuable contributors to the success of the ALS? Are there ALS and institutional opportunities for staff development and promotion and are these effectively implemented? How are disputes managed? What is the formal leave/sabbatical arrangements? Are staff registered as SACAP professionals?

g) STUDENTS

Are student voices included in curriculum development and the operational aspects of the ALS? Are at risk students identified and supported? How is student success prioritised? Are there effective strategies for recruitment of new students? Are the processes for application, selection, and registration transparent, clear and well managed? How does the ALS implement RPL in the context of higher education transformation? Does the ALS have a relationship with its alumni and how is that managed?

h) OPERATIONAL STRATEGIES

Does the ALS have a clear management structure in relation to leadership, decision making and liaison with the higher education institution? Is highly qualified architectural expertise incorporated into the ALS? Does the ALS receive FTE funding? Does the educational environment and the extent of available resources support the ALS? Is the budget, infrastructure, and resources sufficient to support the academic pursuits and other needs of the ALS?

Comment on:

- a) the accommodation: are required spaces (lecture rooms, crit venues, etc.) available for students and staff? Are they suitable: well-lit and ventilated, quality and comfort, complying

- with all regulations (such as fire)? Are recreational facilities; storage; toilets; tea kitchens; parking places available?
- b) physical equipment: is there a workshop and is it adequately equipped? Is suitable furniture provided?
- c) IT and connectivity: is it suitable for current and future developing practices?

i) RESEARCH AND PRACTICE

What is the position of the ALS on research and practice involvement of staff and students? What is the research focus, impact and output? Is research supported and funded by the institution and how is support and funding allocated?

j) COMMUNITY ENGAGEMENT

What is the position of the ALS on community engagement by staff and students? Is community engagement integrated into the curriculum? How are students prepared, selected and assessed for community engagement? Is community engagement supported and funded by the institution and how is support and funding allocated?

k) LINKS TO ACADEMIA, PRACTICE AND THE PROFESSION

Does the ALS pursue and facilitate staff and student exchanges with other schools, study visits, exhibitions of work and participation in international competitions? Are students aware of the SACAP resources, are they registered with the SACAP (although not a requirement, it is a recommendation)? Do students have a student body and are they represented on the national student body? Does the ALS play a role in regional or national continuing professional development activities? Is there an Advisory Board and is it effectively facilitated?

l) ADMINISTRATION

Is there clarity in terms of ALS and institutional operational procedures, the administration of marks and students?

m) QUALITY ASSURANCE (related to the criteria 1.19)

Does the ALS have a system for self-evaluation and peer review and is this conducted at regular intervals? Does the ALS include academics from other ALSs and practising architects in its review panels? Are the formal review processes of the ALS and the institution well managed and implemented?

APPENDIX B.2

SUBJECT REVIEW TEMPLATE

The subject review template is to be used together with the evaluation matrix (**APPENDIX B.1**) as guidelines to an Accreditation Board (AB) for the evaluation of an Architectural Learning Site (ALS). In addition, the SACAP competencies (**APPENDIX A**) should be used as part of the evaluation approach and process.

Rating scale: 1 = Inadequate; 2 = not quite adequate; 3 = adequate; 4 = better than adequate; 5 = excellent		
MODULES/SUBJECTS/UNITS	COMMENTS/ADVICE	RATING
PREVIOUS SACAP REPORT		
Points arising from the summative self-appraisal: recommendations including examiners and moderator's comments		
Did the ALS respond to the recommendations of the previous AB?		
SACAP COMPETENCIES		
Alignment		
Non-alignment		
TRANSFORMATION		
Alignment		
Non-alignment		
PEDAGOGY		
Teaching and learning methods		
Progression within the qualifications and modules/ subjects/units vertically and horizontally		
Work-readiness program (if applicable)		

Rating scale: 1 = Inadequate; 2 = not quite adequate; 3 = adequate; 4 = better than adequate; 5 = excellent		
MODULES/SUBJECTS/UNITS	COMMENTS/ADVICE	RATING
ASSESSMENT		
Assessment methods (exams, dissertations, design projects, assignments)		
Quality and relevance of assessment product: Is it fair, reliable, and valid?		
Internal assessment/moderation processes: Is the marking according to the memo or rubric? Who is the internal moderator and what recommendations has been made?		
External assessment/moderation processes		
STUDENTS		
Comments based on student statistics		
Comments based on student interviews		
STAFF		
Comments based on staff interviews		
RESOURCES AND FACILITIES		
Resources for modules/subjects/units		
Facilities for modules/subjects/units		

APPENDIX B.3

ACCREDITATION REPORT TEMPLATE

The final accreditation report (FAR) is the culmination of the accreditation visit and should be sent to the Head of the ALS no later than 6 months after the conclusion of the accreditation visit. The report should follow the format below:

COVER PAGE		
REPORT OF THE VISITING SACAP ACCREDITATION BOARD TO THE [Name of ALS] THE [Name of university] PURPOSE OF THE ACCREDITATION VISIT: [accreditation visit for continued accreditation, accreditation visit for first-time advisory visit]) [Date of accreditation visit] [Status of report: e.g. draft, final]		
CONTENTS		
1.	Table of contents	
2.	List of acronyms	
3.	Acknowledgements	
4.	Executive summary	
5.	Preamble	
6.	Accreditation process, aims and objectives	
7.	Criteria for accreditation	
8.	Members of the Accreditation Board	
	Name	Representation
		e-mail

CONTENTS

9.	<p>Recommendations to the SACAP:</p> <p>The Accreditation Board recommends to the Council. [unconditional accreditation, conditional accreditation, withdrawal of accreditation, candidate qualification for recognition, deferred recognition, deferred accreditation] of: [title of qualification/s e.g. M.Arch(Prof)]</p> <p>Statement of reasons for conditional /withdrawal of accreditation/deferred recognition/deferred accreditation.</p> <p>Actions required to rectify the outcome and/or areas where standards need to be improved. Evidence require to demonstrate that the conditions have been met. Timescale for fulfilling conditions. Observations and feedback.</p>
10.	<p>Detailed commentary on:</p> <p>The alignment with, and achievement of, outcomes of the SACAP competencies; Documentation, digital presentation and exhibition of work; Self-appraisal and response to previous Validation Report; Comments based on interviews with management; Comments based on interviews with external examiners; Comments based on interviews with staff; Comments based on interview with students</p>
11.	Insert the MATRIX FOR EVALUATION (point 2 in this APPENDIX B) with detailed commentary in each section
12.	General [Special attributes of the ALS]
13.	Advice [List with subheadings]
14.	Conclusion
15.	<p>Appendices</p> <p>Appendix A – Summary of accreditation criteria applied; Appendix B – Timetable; Appendix C – Program structure; Appendix D – Head of Department’s assessment of accreditation visit; Etc.</p>

APPENDIX C

ARCHITECTURAL LEARNING SITES: ALS REPORT

This appendix contains the information required for an ALS Report (ALSR) which is prepared by an Architectural Learning Site (ALS) for submission to the South African Council for the Architectural Profession (SACAP) prior to the accreditation visit. This comprehensive report is submitted to the SACAP no later than four weeks before the accreditation visit. The report will be studied by an Accreditation Board (AB) prior to arrival for the accreditation visit.

The ALSR consists of PART A, a summative self-appraisal, PART B, a detailed section, and PART C, addenda. All parts of the ALSR refer to the period since the previous accreditation visit. The required evidence, which is prepared for, and available during the accreditation visit, (as explained in **APPENDIX D**) is based only on the academic year preceding the accreditation visit.

The cover of the ALSR should identify the ALS and the higher education institution to which it is affiliated. The cover must state that it is intended for a SACAP accreditation visit and include the date of the visit. A table of contents is required to facilitate quick reference.

1. Part A: Summative Self-Appraisal

The summative self-appraisal is intended as an introduction to the ALSR to capture the specific nature, scope, context and circumstances of the academic programs to be accredited. Every architectural learning site is expected to assume an unambiguous position regarding the locality of its program within the local, regional, national and international milieus and debates. The summative self-appraisal should reveal the position taken by the ALS, the perceived strengths and weaknesses of the ALS and should reflect on requirements or recommendations of the previous AB and associated final accreditation report. It must be concise and clear and not exceed 2500 words. The summative self-appraisal forms the basis of the presentation of the Head of Department on day 1 of the accreditation visit (for proposed timetable see APPENDIX E Accreditation Visit Logistics). The points that should be covered in the summative self-appraisal follow the same structure as the detailed section of the ALSR:

- The intellectual position of the ALS, its impact and future vision.
- Transformation.
- Programme design.

- Teaching and learning.
- Assessment.
- Staff.
- Students.
- Operational strategies.
- Research and practice.
- Community engagement
- Links to academia, practice, and the profession.
- Administration.
- Quality assurance.

2. Part B: Detailed Section

The detailed section of the ALS report follows the same structure as the summative self-appraisal but provides expanded and comprehensive information. The detailed section references the Council on Higher Education (CHE) criteria for programme accreditation (Criteria for Programme Accreditation, 2004), although it does not follow the same chronology. Reference should be made to the previous accreditation report (Addendum A to the detailed document), any changes since the previous accreditation visit and to the relevant institutional and ALS policies, which should be included in Addendum B to the detailed document). Under each point below guidelines are given for what should be included, add explanations with examples. These guidelines also serve as evaluation criteria for a AB.

a) ALS INTELLECTUAL POSITION, IMPACT AND FUTURE VISION (Related to CHE criteria 1.18)

- **INTELLECTUAL POSITION:** This could include, but is not limited to, the focus, mission and vision of the ALS, its research orientation, etc.
- **IMPACT:** This could include, but is not limited to, the employability of students, contribution to the community and profession.
- **STRENGTHS AND WEAKNESSES:** The ALS's perception of its strengths and weaknesses.
- **FUTURE VISION:** Details of future planning in terms of research, qualifications, and facilities.

b) TRANSFORMATION

Transformation is foregrounded as an overarching objective of the SACAP. Include both quantitative and qualitative indicators of transformation. Quantitative indicators include the

demographics of staff and intake of students and the throughput of students. Qualitative indicators should highlight:

- **INSTITUTIONAL POLICY:** Does the higher education institution have a transformation policy in place and are there institutional governance structures to oversee and implement these policies?
- **GOVERNANCE:** How do governance structures, including, reporting, monitoring and evaluation affect transformation, inclusivity, and diversity?
- **TRANSFORMATION BENCHMARKS:** What benchmarks have been employed to measure how well the ALS has integrated, responded to, and acted on transformation? What are the intervals for these assessments?
- **SYSTEM LEVEL INDICATORS:** Within the ALS, how is transformation integrated with general departmental and university strategic actions?
- **STUDENT AND STAFF DEMOGRAPHICS:** Present graphically, and describe, past and present student and staff demographics as well as the future strategies related to application processes and throughput of students.
- **STUDENT ACCESS & SUPPORT:** How is the higher education institution and the ALS supporting diverse students with disparate backgrounds to be included, to fully participate and to succeed.
- **STAFF ACCESS & SUPPORT:** How is the higher education institution and the ALS supporting diverse staff members from disparate backgrounds to be included, to fully participate and grow within the higher education institution?
- **CURRICULUM DESIGN:** How does the curriculum design, content and delivery respond to issues of transformation, decolonisation, diversity, equity, and inclusivity?
- **PLACES AND SPACES: LANGUAGE, NAMES, SYMBOLS, ARTWORKS, AND IDENTITY:** How is the ALS contributing towards efforts within the higher education institution to place special attention to those who have been historically marginalised by affirming their dignity and acknowledging their contributions and experiences?
- **COMMUNITY ENGAGEMENT:** How is the ALS supporting, building solidarity with, and providing professional services to communities?
- **FUTURE VISIONS & PRIORITIES FOR TRANSFORMATION:** How does the ALS make sense of higher education institution transformation benchmarks?

c) PROGRAMME DESIGN (Related to Che Criteria 1.1)

- **HEQSF:** Explain the structure of the programme and qualifications in relation to the respective NQF level outcomes.

- FOR EACH QUALIFICATION, PROVIDE THE:
 - o Full qualification title, SAQA registration numbers, NQF levels and credits.
 - o Strategic objectives.
 - o Curriculum outline. List modules/modules/units in a tabular form to indicate:
 - whether they are core or support subjects/modules;
 - what their aims and objectives, expected outcomes and assessment methods are;
 - how do subjects/modules/units relate and integrate across years and qualifications?
 - what the credit values (which should be totalled at the end of each year and at the end of the qualification) are;
 - who of the lecturer(s) are involved?
- SACAP COMPETENCIES: Demonstrate how outcomes are aligned to the SACAP competencies (see APPENDIX A for a proposed format) and how each exit level attains the required SACAP competencies.
- 50% DESIGN REQUIREMENT: How is design as the basic means of architectural education incorporated into at least half of the curriculum?
- CHANGE: How are the changing needs of the architectural profession, societies and technologies met through the programme design?

d) TEACHING AND LEARNING (Related to CHE criteria 1.9 and 1.12)

A reflection on the teaching and learning strategy should reference institutional and departmental policies. ADDENDA D: CURRICULUM STRATEGY AND PEDAGOGY and ADDENDA E: CURRICULUM AND SACAP COMPETENCIES must provide full details.

- PEDAGOGIC APPROACH: What is the pedagogic approach and how does it align with the teaching and learning policy of the higher education institution?
- How, if applicable, has the pedagogic approach transformed in the past five years?
- TEACHING AND LEARNING STRATEGY: What are the strategies and methods that are used for each qualification, year, subject/module/unit?
- How, if applicable, has the teaching and learning strategy transformed in the past five years?
- COORDINATION: How is coordination per qualification, year, subject/module/unit effected?
- RESOURCES: What are the available resources for teaching and learning and how are contributions from external resources such as tutors, guest lecturers, industry experts incorporated into the curriculum?
- DEVELOPMENT: What are the teaching and learning approach and student development opportunities at institutional and departmental level?

- **COMMUNICATION:** How is academic information disseminated to students?
- **LEARNING MANAGEMENT SYSTEM (LMS):** What is the LMS and how does it support teaching and learning?
- **WORK READINESS PROGRAMMES:** What is the credit allocation to the module? How is this integrated with teaching and learning? What are the strategies and policies? How is liaison with practices facilitated? Is there an employer database and correspondence with employers? Are there contracts in place? How is WPBL assessed?

e) ASSESSMENT (Related to CHE criteria 1.10, 1.13 and 1.14)

Assessment practices should contribute to teaching and learning and should be reliable, rigorous, and secure.

- **FOR EACH QUALIFICATION PROVIDE AND EXPLAIN THE:**
 - o assessment policy;
 - o assessment strategy and approach;
 - o assessment method;
 - o policy for external examiners and moderators;
 - o Moderation process;
 - o Marks administration system;
 - o Procedure for settlements of disputes.
- Provide a list of internal, external examiners and moderators for relevant subjects/modules/units.
- **PLAGIARISM:** How is it dealt with?

f) STAFF (Related to CHE criteria 1.3 and 1.4)

Staff contribution to the ALS profile, academic standing, and student success.

- **STAFF STRATEGIES:**
 - o What is the staff development plan and how is it implemented?
 - o How is staff participation, accountability, effectiveness, and responsiveness managed?
 - o How is the staff included in ALS processes?
 - o How are new staff members inducted and orientated in the higher education institution and in the ALS?
 - o How are new staff members mentored?
 - o What is the staff performance, evaluation and promotion strategies and processes?
 - o What are the opportunities for, and participation in, professional development activities?
 - o what are the opportunities for staff to engage in professional practice work?

- o How are disputes managed?
- o What is the SACAP registration status of staff members?
- FOR ALL ACADEMIC, ADMINISTRATIVE AND TECHNICAL STAFF, PROVIDE:
 - o Name and date of appointment;
 - o (Optional) passport-sized photograph;
 - o Full time or part time status;
 - o Qualifications;
 - o Position;
 - o Function and responsibilities;
 - o Reporting line.

g) STUDENTS (Related to CHE criteria 1.2, 1.11 and 1.17)

This section refers to the relationship of the ALS with current, past and future students.

- CURRENT STUDENTS:
 - o How is student feedback incorporated in the everyday operations of the ALS?
 - o How are student insights included in curriculum development? What are the communication platforms with, and for, students?
 - o Is there a student body and how does it operate?
 - o How are disputes with students resolved?
 - o How is student success prioritised?
 - o How are students at risk identified and supported by the ALS?
 - o What are the institutional and ALS academic support services for students?
- FUTURE STUDENTS:
 - o What are the recruitment strategies, advertisement, and promotional approaches?
 - o What are the strategies for the number of students to be admitted and the future enrolment plan?
 - o What are the selection criteria and processes?
 - o How does the selection criteria address diversity, access and equity?
 - o What are the registration and admission processes?
 - o Is there a strategy in place to attract students through Recognition of Prior Learning (RPL)?
- PAST STUDENTS
 - o Is there an alumni body and what is the relationship of the ALS with its alumni?
 - o Is there a database of graduates or a graduate tracking system?

h) OPERATIONAL STRATEGIES (Related to CHE criteria 1.7)

- **MANAGEMENT STRUCTURE:**

- o How does the ALS management structure operate? Refer to aspects such as leadership, decision making and liaison with the higher education institution.
- o How is highly qualified external architectural academic and professional expertise incorporated into the ALS?

- **INFRASTRUCTURE AND RESOURCES:**

- o Provide layout drawings of the facilities available to the ALS, and how these are allocated, including floor areas, library/ computer lab/ studio space/ offices/ research spaces/ lecture rooms.
- o Are the necessary facilities and financial resources available to support the physical, library and related media material and technology context and objectives of the ALS?
- o Provide a summary of the available architectural books, literature and other media.

- **BUDGET:**

- o Has the budget significantly changed since the last accreditation visit?
- o Provide a breakdown of the current budget and include at least:

- Total salary cost;

- Building facilities and maintenance costs;

- Operational costs.

- o Explain how the budget relates to the ongoing needs of the department.
- o Are there funding opportunities available for research and community engagement?
- o Explain the institutional policy for the allocation of FTE funding.

i) RESEARCH AND PRACTICE

Research refers to the research conducted by both staff and students.

- **ALS POSITION:**

- o What is the institutional and ALS policy on staff and student research?
- o Are staff encouraged to be involved in research or practice? Please explain.
- o Are there any specific research focus areas? Please explain.
- o Is research integrated with teaching and learning? Please explain.

- **SUPPORT:**

- o What research support is available for staff and students at institutional and ALS levels?
- o How is research funding accessed and allocated?

- **OUTPUT:**

- o Provide a list of the research outputs of all academic staff members since the last validation visit.
- o Provide a list of the research outputs of post-graduate students since the last validation visit.

j) COMMUNITY ENGAGEMENT

Community engagement refers to the involvement of the ALS with communities for developmental projects and/or programmes that will benefit both the ALS and the communities.

- **CURRICULUM:**

- o Explain the position of community engagement in the curriculum.
- o Is community engagement linked to research outputs?
- o Provide examples of community engagement projects.

- **STUDENTS:**

- o How are students prepared for community engagement?
- o How are students selected to participate in community engagement?
- o How are students assessed?

- **SUPPORT:**

- o What community engagement support is available for staff and students on institutional and ALS level?
- o How is community engagement funding accessed and allocated?

- **COMMUNITY RELATIONSHIPS:**

- o How are relationships with communities established and maintained?
- o How are the community engagement initiatives evaluated from both the ALS and community perspectives?

k) LINKS TO ACADEMIA, PRACTICE AND THE PROFESSION

Where appropriate, the ALS should facilitate staff and student exchanges with other schools, study visits, exhibitions of work and participation in international competitions.

- **STUDENTS AND THE SACAP:**

- o What is the status of student registration with the SACAP?
- o What is student awareness of the SACAP student portal and available research resources?
- o Are the ALS students participating in and represented on the National Architectural Student Forum?

- **LINKS TO VOLUNTARY ASSOCIATIONS:**
 - o What relationships are there with local and national voluntary associations?
 - o Is there ALS representation at local or national voluntary associations?
- **CONTINUING PROFESSIONAL DEVELOPMENT (CPD):**
 - o Does the ALS play a role in regional or national (CPD) activities?
- **ADVISORY BOARD:**
 - o What is the structure, selection, participation and operational procedures for the Advisory Board?
 - o Provide a list of advisory board members.
 - o Please provide minutes of meetings.
- **WORK READINESS PROGRAMME:**
 - o Provide information on the extent and structure of any work readiness learning programmes.
 - o Is there practitioner participation in the work readiness learning programme?

l) ADMINISTRATION (Related to CHE criteria 1.8)

This section addresses academic and general administration.

- **OPERATIONAL PROCEDURES:**
 - o Describe how Academic Coordination is managed.
 - o Describe how Administrative Coordination is organised.
 - o Describe how Departmental Meetings are organised and run. Provide minutes of the meetings.
- **MARKS ADMINISTRATION:**
 - o Explain the process and procedures of the administration of marks.
- **STUDENT ADMINISTRATION:**
 - o Explain the process of, and procedures for, the administration of students.

m) QUALITY ASSURANCE (QA) (Related to CHE criteria 1.19)

Explain and provide evidence of the policies/documents related to QA:

- Programs reviews, planning strategies and schedules;
- Self-evaluation and peer review;
- Feedback process from industry;
- Feedback process from students;
- Formal review process of the institution and the ALS.

3. Part C: Addenda

Several addenda are required for the ALS report.

ADDENDUM A: The previous SACAP accreditation report.

ADDENDUM B: All relevant institutional and ALS policies.

ADDENDUM C: Core syllabi.

ADDENDUM D: Curriculum strategy and pedagogy: Explain the complete curriculum strategy and pedagogy, the horizontal and vertical relationships of the content areas and the integration of all the various content areas. Use a selection of projects of the academic year preceding the accreditation visit as examples, provide the briefs and explain the aim, nature and scope, as well as assessment criteria.

ADDENDUM E: Curriculum and the SACAP competencies: Explain how the ALS achieves the SACAP outcomes for each exit level qualification as well as the 50% of course content design requirement.

APPENDIX D

ARCHITECTURAL LEARNING SITES: EVIDENCE PREPARATION

This appendix is an explanation of the extent, preparation and exhibition of evidence that needs to be accessible for evaluation by the Accreditation Board (AB) during the accreditation visit. The Architectural Learning Site (ALS) presents evidence of teaching and learning materials, student work and assessments of the year preceding the accreditation visit. Evidence for each year of study and for each qualification must be presented. The evidence consists of PART A which is a presentation by the ALS staff and PART B which constitutes a compilation of curriculum content, student work and assessments.

1. Part A: Presentations

There are two presentations on the first day of the accreditation visit. The first is a summative presentation by the head of the ALS and the second is a presentation by ALS academic members of staff of the architectural qualifications.

a) PRESENTATION BY THE HEAD OF THE ALS

This presentation relates to the summative self-appraisal of the ALS report. This presentation is only aimed at defining the ALS's benchmark for acceptable performance in each year of study and is not to be regarded as an opportunity to display the ALS's best work. The presentation should address responses to previous SACAP accreditation report and changes introduced since the last accreditation visit and a reflection on the ALS's perception of its own strengths and weaknesses. The presentation should be clear, legible, and succinct. It should not exceed 30 minutes. The AB will already be familiar with the ALS report, so this presentation may concentrate on examples or further explanations of each of the topics listed below. The topics are the same as for the ALS report.

1. ALS pedagogic position, impact, and future vision
2. Transformation: Include an overview of student and staff demographics and a reflection on qualitative measures in place which address transformation.
3. Programme design: Concentrate on the strategic objectives of each of the qualifications offered

4. Teaching and learning
5. Assessment
6. Staff
7. Students
8. Operational strategies
9. Research and practice
10. Community engagement
11. Links to academia, practice and the profession
12. Administration
13. Quality assurance

b) PRESENTATION BY ACADEMIC MEMBERS OF STAFF

During this presentation, academic staff members of the ALS present the outline/s of the qualification/s and explain the curriculum strategy and design pedagogy, the horizontal and vertical relationships of content areas and the integration of all the various content areas with design projects. The presentation should include an explanation of how the ALS achieves the SACAP outcomes related to each exit level qualification. Projects and assessments of the academic year preceding the accreditation visit may be used as examples and reference can be made to project briefs to explain the aim, nature, and scope, as well as assessment criteria.

The presentation must be concluded by a profile of the lowest passes in design. The presentation may be digital or by any other suitable means that the time constraints allow for. The presentation should not exceed 60 minutes.

2. Part B: Curriculum Content, Student Work and Assessments

Evidence of the curriculum content, student work and assessments are based on the academic year preceding the accreditation visit. All required evidence should be available digitally. Hard copies are optional. Evidence should be well organised, legible, and coherently displayed. Diagram/s explaining the structure of the modules/subjects/units within the qualification/s vertically and horizontally should be clearly displayed near the subject/module/unit files and the examples of student work. These diagrams should be visible during the entire visit. A dedicated space should be available for the members of the AB to review the work and write reports.

All module/subject/unit evidence must be available and must have a standard organising system/index which clearly indicates where the required information is available. The information must include:

- Organisational structure of the program.
- Teaching strategy, modality, and integration with subjects/modules/units.
- Student study guides and orientation documents.
- Project/assignment hand-outs.
- Marking rubrics.
- Marks weightings and calculations.
- Published marks.
- Internal and external examiner/moderator reports.
- Lecturer evaluation forms.
- At risk students and strategies.
- Attendance lists and medical certificates.
- Assessments:
 - o Projects, assignments, tutorials, tests, answer sheets, etc.
 - o Process and preparatory work as well as the final drawings must be included for design projects and where else it might be relevant, such as technological development.
 - o The assessments included should be the work of the two top students, two average students and work of all students achieving between 45-52. If there are no students in the 45-52 marks range, the two lowest passes (50+) and the two highest fails (49-) should be included.
 - o Briefs and assessment instruments must be available with each assessment.
 - o Marks and completed marking rubrics must be clearly displayed with each assessment.

APPENDIX E

ARCHITECTURAL LEARNING SITES: NEW QUALIFICATIONS

This appendix stipulates the information and documentation required for submission of new architectural qualifications to the South African Council for the Architectural Profession (SACAP) for support and recommendation.

1. Process of Submission

A complete set of the necessary documentation should be submitted to the SACAP Education and Accreditation Manager at least two weeks prior to the three-monthly meetings of the SACAP Education Committee. Written feedback on the outcome of the application will be given to the Architectural Learning Site (ALS) within one month of the SACAP Education Committee and Council meeting. Once support from SACAP has been granted, applicants may proceed to submit the qualification into the HEQC system for accreditation.

2. Required Documentation

The following information must be included in the submission:

- Background and profile of the Higher Education Institution;
- Background and profile of the ALS;
- Overall structure of architectural qualifications offered/envisaged;
- Rationale of submitted qualification;
- Purpose of submitted qualification;
- Exit level outcomes and associated assessment criteria;
- Teaching and assessment strategies;
- Subject/module structure, include per subject/module:
 - o NQF level;
 - o Credits;
 - o Purpose;
 - o Outcomes;
 - o Topics and corresponding SACAP competencies.

3. Suggested Subject/Module/Unit Template for Submission

SUBJECT/MODULE/UNIT NAME	
NQF level:	
Number of credits:	
Compulsory/optional:	
MODULE PURPOSE:	
MODULE OUTCOMES:	
TOPIC 1:	Corresponding SACAP competency/ies:
TOPIC 1:	Corresponding SACAP competency/ies:
TOPIC 1:	Corresponding SACAP competency/ies:
TOPIC 1:	Corresponding SACAP competency/ies:
ETC.	

APPENDIX F

ACCREDITATION VISIT LOGISTICS

The head and staff of an Architectural Learning Site (ALS) as well as an Accreditation Board (AB) must review APPENDIX F well in advance of the accreditation visit so that the operation of the accreditation visit is understood. The accreditation visit can be conducted either completely on-site (on-site accreditation visits) or partially on-site and partially online (blended accreditation visits). The same process is followed for both, except that for the blended visit only the Chair, one AB member and the Secretary will visit the ALS for on DAY ONE only to complete a physical review of the ALS facilities while all meetings are conducted online. In the instance of a blended visit, an open day may be inserted between DAY ONE and DAY TWO to allow for the Chair, the AB member and the Secretary to travel.

The AB will treat the visit as a co-operative exercise and, although the timetable is necessarily restricted, the AB members will have received a great deal of information about the ALS to be visited in advance, so it may be assumed that an AB is informed in respect of the workings of the ALS.

This appendix sets out general procedures, the suggested timetable and information for preparing the arrival and accommodation on, and off, site of the AB.

1. General Procedures

The AB Chairperson, Coordinator/Secretary and the HoD of the ALS may collaboratively change the sequence and duration of the suggested timetable, but the timetable must be finalised at least a month before the visit. The constraints of a restricted timetable make last minute changes difficult, if not impossible, to accommodate. During the visit, an AB meets with individuals and with groups of staff, students and other stakeholders, which must be organized well in advance. An AB's private discussion with the Head of the ALS after the presentations on the first morning of the visit is intended to afford an opportunity for the Head of the ALS to bring any matters of concern to an AB's attention. The timetable provides for a meeting with some or, if possible, all of

the ALS's external examiners. A great deal of importance is attached to external examiners, their credibility and in particular to their presumed objective and unbiased assessment of the ALS's level of achievement. External examiners are assumed to have a greater depth of understanding of levels of achievement in their area of expertise than an AB member, and detailed clarification will be required where their reports are unsatisfactory or where their assessment differs significantly from the internal examiners' assessment.

The AB's discussion with the staff is intended to be wide-ranging and it is mandatory that all members of staff will join in. Discussion will also take place during the less formal encounters with staff in the studios or over lunch time. Should any staff member wish to have a personal discussion with an AB, they should contact the Chair. The Head of the ALS should make it known that this opportunity is available to all staff members.

Members of an AB have a formal group discussion with students as well as talking to individual students in the studios. The student discussion group must, at least, include two recently graduated students, a representative of the student body, representatives of each study year or, at the discretion of the ALS, be open to any learner who wishes to be present. If possible, an SRC representative should be included. It is essential that students and graduates from the exit levels of the course are represented. This student meeting is usually unstructured, but students may, if they wish, prepare a brief list of topics to discuss and this list must be made available to an AB on the first day of the visit.

2. Suggested Timetable

Time	Activity	Person/S Involved
	Only for on-site accreditation visit.	
	For both on-site and blended accreditation visits.	
	DAY ONE MINUS (USUALLY A SUNDAY)	
TBA	Pre-meeting of the AB. Detail in APPENDIX B.	AB
DAY ONE		
07:30	The AB to be collected at accommodation.	AB
8:00 – 8:15	Introduction by AB Chairperson of Board members and by the HoD of ALS of staff members.	AB, Head of ALS and academic staff
08:15 – 09:45	Presentation 1 (Summative Self-appraisal) by Head of ALS of the ALSs. Requirements in APPENDIX C. Presentation 2 by staff of the ALS of the outline of the academic programme. Requirements in APPENDIX C.	AB, HoD of ALS and academic staff
09:45 – 10:00	Tea break.	
10:00 – 10:30	Private meeting with the HoS of the ALS.	AB, HoD of ALS
10:30 – 12:30	Members of the AB divide their time between inspection of portfolios and other exhibited work.	AB
12:30 – 13:30	Lunch.	
	OR	
12:30 – 13:30	Lunch with the HoD of the ALS and teaching staff.	Staff and AB
13:30 – 17:00	Members of the AB divide their time between inspection of portfolios and other exhibited work.	VB
	Visits to workshops, library, studios, computer facilities etc., including informal discussions with staff and students.	
17:00 – 18:00	Exhibition of best student work and informal socialising.	AB and Staff
18:00	The AB departs to accommodation.	AB
	POSSIBLE TRAVEL DAY	

Time	Activity	Person/S Involved
DAY TWO		
07:30	The AB to be collected at accommodation.	
8:00 – 9:00	The AB reflects on evidence presented and discusses the format of interviews to follow.	AB
09:00 – 10:00	The AB meets with students and graduates.	AB and students
10:00 – 10:30	Refreshment Break.	
10:30 – 11:30	The AB meeting with external examiners.	AB and external examiners
11:45 – 12:45	The AB meeting with full-time and part-time staff (without the HoD of ALS unless invited by the AB Chair).	AB and staff without HoD of ALS
12:45 – 13:15	Meeting with the Dean.	
13:15 – 14:00	Lunch.	
	OR	
12:45 – 14:00	Lunch meeting with the Dean and external examiners.	AB, Dean, external examiners
14:00 – 17:00	Private meeting of the AB to agree on general findings and report content. The AB drafts statement and outline report.	AB
17:00	Depart for accommodation.	AB
DAY THREE		
07:30	The AB to be collected at accommodation.	
08:00 – 11:45	The AB prepare verbal accreditation statement. AB prepares for meeting with senior management.	AB
12:00 – 13:00	The AB meets with VC, DVC, Dean and Deputy Dean to convey accreditation statement.	AB, VC, DVC, Dean and Deputy Dean
13:00 – 14:00	Lunch.	AB
14:00 –	Depending on the AB members' travelling arrangements.	AB

3. AB Accommodation

Either the ALS under accreditation or SACAP (if the institution notifies SACAP that they do not have the capacity) arranges hotel accommodation, breakfast, dinner and transport for members of the AB. Members who make their own travel arrangements may claim compensation, but the arrangements should be in line with the ALS's expenditure policies. The SACAP appointees are entitled to an honorarium which is paid on completion of the final accreditation report, the amount of which will be reviewed annually.

The AB should be provided with a secured, ventilated, and well-lit room in the ALS, to use as a base in which to keep important documents and hold private meetings. A simple working lunch at the ALS or where coursework is displayed is preferred, giving an opportunity to see more of the staff and students and to meet those individuals involved in the management of the ALS.

Water must be made available throughout the visit. Beverages should be served mid-mornings and mid-afternoons. Again, due to time constraints, these must not interrupt the sessions. The ALS has the responsibility of ensuring that there is sufficient working Wi-Fi and printing facilities. Evenings are to be reserved for informal discussions amongst AB members and for the members to relax. Therefore, no after-hours social invitations, from the ALS, staff or students, will be accepted. Informal socialising at the proposed exhibition of best work directly after the first day's proceedings is, however, acceptable. This event is optional for the AB to attend and arrangements in this regard should be made before the visit so that the ALS can prepare accordingly.

APPENDIX G

APPEAL AGAINST CERTAIN DECISIONS OF COUNCIL

- In terms of section 35 (1) of the Act, any member of the public whose interests and rights are affected by a decision made by the Council may:
 - a) within 30 days from that person becoming aware of the decision, request the Council in writing to furnish him or her in writing with its reasons for that decision
 - b) within 90 days from the date on which the Council furnished him or her with its reasons for that decision and after giving notice to the Council, appeal to the Council for the Built Environment (CBE) against that decision in terms of section 21 of the Council for the Built Environment Act, 2000.
- In terms of Section 35 (2), a person referred to in subsection (1) may, after giving notice to the Council or the CBE, as the case may be, lodge a notice of appeal with the registrar of the appropriate High Court within one month from the date of the decision of the council or the CBE.



South African Council
for the Architectural Profession

CONTACT DETAILS

Telephone: + 27 11 479 5000

Fax: + 27 11 479 5100

PHYSICAL ADDRESS

51 Wessel Road, Right Wing, Rivonia, Sandton, 2128

GPS co-ordinates: Latitude: 26.04567 and Longitude: 28.06055

POSTAL ADDRESS

P O Box 1500, Rivonia, 2128

www.sacapsa.com