Report of the South African Council for the Architectural Profession Accreditation Board to the University of KwaZulu Natal: Discipline of Architecture

The purpose of the accreditation visit is for Continued Accreditation.

18 – 20 September 2023

Final Report

Canberra Accord

Contents

Lists of Acronyms

AB	Accreditation Board
ALS	Architecture Learning Site
B. Arch	Bachelor of Architecture
CA	Canberra Accord
CASS	Continuous Assessment
Cr	Credit
CBE	Council for the Built Environment
CHE	Council on Higher Education
DHET	Department of Higher Education and Training
M. Arch	Masters in Architecture
NQF	National Qualifications Framework
PPE	Professional Practice Examination
PrArch	Professional Architect
SACAP	South African Council for the Architectural Profession
SER	Self-Evaluation Report
SoA	School of Architecture
UKZN	University of KwaZulu Natal

1. Executive Summary

1.1 The SACAP is mandated in terms of section 13 of the Architectural Profession Act 44 of 2000 to undertake accreditation visit to any educational institution which has a department, school, or faculty of architecture and either conditionally or unconditionally grant, refuse, or withdraw accreditation to all educational institutions and their educational programmes regarding architecture.

1.2 On the 18 – 20 September 2023, the AB undertook an accreditation visit to the University of KwaZulu Natal: School of Architecture (UKZN - SOA) to assess the following qualifications:

a) Bachelor of Architectural Studies (BAS)
b) Bachelor of Architecture (Honours)
c) Master of Architecture (M. Arch)

1.3 The Discipline of Architecture pedagogy is well aligned with policies regarding teaching and learning. The teaching and learning philosophy embedded in the ALSs' policies allows for the promotion of students-centred learning, experiential education, and the development of critical thinking skills. Moreover, the evaluation demonstrated that field trips are undertaken to develop students practical experience on construction site. Furthermore, students are required to design projects to solve community-based needs such as designing a 'Shembe' house. The AB commended the ALS for its effort in facilitating indigenous African knowledge systems throughout its teaching and learning approach.

1.4 There are worthy changes that UKZN has implemented. The changes are aligned to the UKZN transformation plan. These changes include improved student access and enrolment. In 2020, the enrolment of students at post-graduate level was 40 % and number increased to over 100 % in 2023. Since 2015, there has been improvement in staff demographics through the implementation of the transformation plan. The current percentages of staff members are: 45 % Black, 33 % Indian and 22 % White. This demonstrated that the transformation plan is being effectively implemented.

1.5 From the 2015 accreditation visit report, the AB had raised the lack of teaching staff with Doctorates qualifications and diversity. The UKZN was also advised to enhance relationships with other ALSs. A need for the integration of construction and technology modules and to ensure that the teaching staff gain experience in developing research

initiatives was raised. Since 2015, six teaching staff members have acquired Doctorates qualifications, with two more expected to graduate soon. The ALS appointed equitable teaching staff in line with the AB recommendations. Moreover, the design course was amended to incorporate construction and technology. Partnerships with international universities is visible in the course work assessed.

1.6 Despite the notable challenges, there has been a tremendous improvement at UKZN. The Council is satisfied with the outcomes of the assessment and resolved that UKZN satisfies the minimum accreditation standards for the programmes. The UKZN is granted unconditional accreditation.

2. Areas that require improvement

a. Transformation

The ALS must prioritise transformative curriculum content, especially in the BAS, to align with the UKZN and SACAP transformation and decolonisation agenda. Furthermore, the mathematics entrance requirement is not aligned to other educational institutions, the UKZN should consider alignment with other educational institutions.

b. Curriculum and Assessment

The ALS must undertake an intense review of the curriculum. The architectural Practice needs to be introduced starting from the first - year undergraduate level to ensure that the graduates, at each exit level, are suitably skilled to contribute effectively within a practice environment.

c. Human Resources and Teaching Staff

- The ALS needs to urgently review and update their HR policies and processes to align and formalise all existing and new appointments to ensure consistency in the performance management application.

- The ALS should implement effective solutions to address student and lecturer grievances. This must be aligned with non-performing staff. The AB had noted the existence of longstanding potential disciplinary issues, which, if left unresolved, could have a far - reaching impact on the department and the student body.

- Additional funding and placement of permanent lecturer posts is required to support the post-graduate degree supervision requirements. There is also need for succession planning within the department that needs to be addressed.

d. Teaching, Learning and Assessment

- The ALS needs to standardise the guidelines and information provided for the external moderation of the theory subjects so that the external moderators can evaluate the minimum standards of the course.
- The feedback to students needs to happen within an agreed timeline.
- A safe environment must be created for all parties to report any grievances. This must be formally communicated without the possibility of victimisation.
- The Architectural Representative Council has a greater potential to improve student morale in the ALS as students will be encouraged to voice their opinions, concerns, and ideas.

e. Examiners and External moderators

- The ALS must develop a policy to guide external examiners and moderators in making positive inputs towards curriculum relevance and improvement.
- The ALS must improve their moderation tools to allow examiners and moderators to make additional comments regarding the quality assurance process.
- A clear definition and understanding of the role of external examiners and moderators is needed.

f. Facilities & Resources

- The ALS must urgently investigate funding a portion of student printing costs and model-making materials. Consider alternative project presentation methods.
- A dedicated Computer Facility is required for architectural students.

g. Effective resolution of grievances

- The ALS should implement effective solutions to address student and lecturer grievances aligned with non-performing staff. The AB has noted the existent of longstanding potential disciplinary issues, which, if left unresolved, could have a far - reaching impact on the department and the student body.

- The ALS must develop a policy to guide external examiners and moderators in making positive inputs towards curriculum.
- The ALS must capacitate the academic leader to investigate student issues or grievances and be able to take appropriate action instead of referring to HR.

h. Report

- The ALS must submit a report within 24 months of receipt of the accreditation report outlining the interventions undertaken to address the gaps identified during the accreditation visit.

- The Council reserves its right to revoke its decision to grant unconditional accreditation if the ALS fails to submit the report within the stipulated time frame addressing all the issues raised during the accreditation visit.

3. Introduction

3.1 SACAP is legally charged to conduct accreditation visits to any educational institution which has a department, school, or faculty of architecture and either conditionally or unconditionally grant, refuse, or withdraw accreditation to all educational institutions and their educational architectural programmes. The objective of the accreditation visit is to determine whether educational programmes meet the standards prescribed by SACAP. The accreditation visit is undertaken by a duly appointed AB.

3.2 The accredited qualification will enable graduates to register with SACAP as Candidate Architectural Technologists (CAT), Candidate Senior Architectural Technologists (CAST), and Candidate Architects.

4. Aim and Objective

4.1 The accreditation visit by SACAP is subject to sections 5 and 7 of the Higher Education Act 101 of 1997. The aim and objective of the accreditation visit is to evaluate the quality of architectural educational programmes against the standards of education as set out in the SACAP 10 competencies.

4.2 The SACAP accreditation system is substantially equivalent to all Canberra Accord signatories. This means that the SACAP-accredited architectural Masters programmes

are internationally aligned to enable the portability of architectural qualifications internationally.

4.3 The accreditation visit to the UKZN was focused on the evaluation of the Bachelor of Architectural Studies (BAS), Bachelor of Architecture Honours & Master of Architecture (M Arch).

5. SACAP Criteria for Evaluation

5.1 During the accreditation visit, SACAP evaluates architectural qualifications to ensure alignment with the educational standards. The accreditation visit evaluates the standard of achievement and the competence of graduates. The priority of SACAP is to benchmark architectural qualifications against the SACAP competencies as the main criteria for evaluation. To this end, all accreditation documentation prepared by an ALS should identify how the SACAP competencies are being met within the curriculum, pedagogic approach, and assessment practices of the ALS.

5.2 When the AB reviews student work, the lowest qualifying standards for graduation are of great concern. The ALS should respond to accreditation criteria which focuses on the ALS's ability to deliver architectural qualifications. This includes, but is not limited to the quality, relevance of teaching and learning of design, research, the nature of the ALS learning environment, and the extent of available resources for both staff and students. These aspects are set out on the evaluation matrix and the subject/module/unit review template.

6. . Members of the Accreditation Board

6.1 The SACAP Accreditation Board consisted of Mr Charles Nduku (AB Chairperson), Ms Lula Scott (AB member), Dr Hermie Delport (AB member), Ms Mathebe Aphane (AB member), Mr Kagiso Molebatsi (AB member), Ms Nomagugu Manci (AB member) and Mr Mzwakhe Hlatshwayo (SACAP secretariat).

7. UKZN Discipline of Architecture report

7.1 In 2004, a merger occurred between the University of Natal and the Durban Westville University, which resulted in the University of KwaZulu Natal. Following the merger, the School of Architecture was in the School of Built Environment and Development Studies (SOBED). The purpose was to create one system in the Built environment and to adopt the Howard College Model.

7.2 In 2015, the ALS was accredited for Bachelor of Architecture (BAS), Bachelor of Architecture Honours BAS (Hons) and Master of Architecture (M. Arch) and received Unconditional Accreditation. However, there were areas which required improvement. These areas included, (a) linkages with other ALSs', (b) transformation, (c) integration of construction and technology modules and (d) staff members who are well vested in research.

7.3 In response to the previous accreditation visit findings of 2015, the academic leader redesigned the modules of construction and technology into a design brief project. Furthermore, a Memorandum of Understanding was signed between UKZN and international universities in Portugal. Contract staff members, mostly black females were appointed to balance the gender disparity and research flagship themes were implemented.

7.4 Over and above this, community service learning is ascribed to the institutional transformation plan. Site visits are carried out in rural communities to encourage students to engage with their heritage. These areas contain deep-rooted student culture of South Africa, and students benefit immensely. The University continuously improves on the findings of the previous accreditation visit by promoting diversity and inclusion.

7.5 The UKZN has created a well-structured curriculum which responds to industry needs. The curriculum aims at advancing architectural knowledge and practice that enables the development of society's full potential. This is attainable through local context, researching with influence, interdisciplinary projects and collaborations whilst producing employable students through strong leadership and mentorship programmes. The collaborative commitment of all stakeholders necessitates these achievements thus far.

7.6 The UKZN is commended for the development and progress envisaged thus far.

8. Transformation

Background & Context

8.1 Transformation of the architectural profession is a key objective of the SACAP. During accreditation visit, the AB is concerned about a need for more progress in improving the intake and throughput of black students so that we can realise transformation of

the Architectural Profession in South Africa. Therefore, is critical to understand that the transformation of an ALS forms part of the criteria considered when decisions are made after an accreditation visit.

8.2 The transformation plan of the architecture discipline in this ALS aims to address certain key areas and is aligned to the universities overall strategic goals and objectives to create a more equitable and inclusive learning environment, strengthen industry partnerships, and ensure graduates are well prepared for to meet the challenges of the architectural profession. The below bench marks were observed at the ALS in achieving transformation.

9. UKZN's Institutional Policy and Governance

9.1 The UKZN's Strategic Plan 2023 - 2032 highlights the below listed transformational benchmarks and system level indicators which are summarised into six strategic goals:

9.1.1 Equity and redress in support of teaching and learning i.e., Achieving an enrolment target from quantile 1-3.

9.1.2 Excellence in teaching and learning - intent being to attract high potential students and to develop them to their full potential to become globally aware professionals, leaders, and citizens.

9.1.3 Excellent and high impact research, innovation, and entrepreneurship.

9.1.4 High impact societal and stakeholder community engagements to achieve meaningful interactions for mutual benefits.

9.1.5 Targeted internationalisation - Intent being to achieve an international outlook that is integral to the University's aspiration to be a world-class African University.

9.1.6 Excellent student experience intent being to produce graduates with knowledge, skills, and networks to build meaningful and agile careers that can be sustained.

9.2 The Institutional Transformation Plan has themes guiding the transformation benchmarks:

9.2.1 **Student and Staff Demographics**– The aim being to increase the representation of historically disadvantaged groups including individuals from different racial, ethnic, and socio-economic backgrounds

9.2.2 **Student Access and Support** – The aim is to improve student access and support within the architecture discipline. This involves having developed recruitment and funding aid strategies for students from disadvantaged

backgrounds. The offering of mentorship programs and support services for students that need help during their academic year.

9.2.3 **Staffing Access and Support** – The intent being to offer support to staff for their academic development and advancement into the leadership roles.

9.2.4 **Curriculum Design –** Is to be such that it recognises the unique backgrounds that all students come from by teaching curriculum that does not exclude their socio-economic backgrounds. Decolonization of curriculum and mode of delivery.

9.2.5 **Places and Spaces: Language, Names, Symbols, Artworks, and Identity** – The creation of an inclusive and welcoming physical and cultural space within the teaching and learning spaces. This includes critically examining language, names, symbols, artworks, and other aspects that shape the ALS's identity.

9.2.6 **Community Engagement** – As a source for design inspiration. And a resource to address societal needs and promote social responsibility. This engagement also allows for students to foster reciprocal relationships between the university and local communities.

9.3 **Transformation of the Discipline of Architecture**

9.3.1 The diversity of the full-time academic staff within the programme is currently at 45% Black, 22% White and 33% Indian.

9.3.2 The gender balance among the full-time academic staff is currently at 73% being male, and 27% being female. This needs to be improved.

9.3.3 The gender balance of the students is 59% male and 41% female in the undergraduate programmes. (A gradual increase from the previous disposition).

9.3.4 It was also noted that there has been a steady decline in the number of white students in the institution since 2015. The reasons given were that, this might be, an indication of the population profile of Durban and the increasing accessibility of the programme to previously excluded groups.

9.4 **Commendations**

9.4.1 The initiation of short courses aimed at supplementing and supporting SACAP's Recognition of Prior Learning (RPL) initiative has been successful. One of the few ALS's that has taken on the redressing of this major shortfall.

9.4.2 Curriculum Changes – It was evident that some work had been done to improve and prioritise the decolonisation of the curriculum. However, a more concerted effort is required in this area.

9.4.3 Although the number of PhD candidates have improved, there was an expectation to lead the research agenda, but staff currently are heavily burdened with their teaching commitments and cannot adequately develop their research careers. The staff component is diverse.

9.4.4 Student Support Programmes: – Various support mechanisms, both financial, psychological, social, and educational, are available to assist students who may be struggling for one reason or another, including various bursaries and fees for registration for students in need at the beginning of the academic year.

9.5 **Concerns**

9.5.1 A concern was raised on the entry requirement for post graduate studies as being high, including the entry requirements for the undergraduates related to mathematics.

9.5.2 Only 27% of the academic staff are women, this needs to increase.

9.5.3 There needs to be more financial support for students' stationery requirements and printing costs.

9.5.4 Provision of the necessary studio contact sessions to support the throughput rates amongst students.

9.5.5 The staff members need to be given the necessary time to focus on their research outputs.

9.5.6 There is a need for more permanent academic staff which will decrease the concern of part-time staff members who have resigned abruptly, placing the department at risk and overstretching the already overstretched permanent staff members.

10. UKZN: Facilities Report

Location:

a) The School of Architecture is situated in the Shepstone Building which is in the heart of the university's main campus. The form of this building is dictated by the steep slope along the ridge, which results in it being terraced over a few levels. This informs the spine of staircases, escalators and lifts that flank this facility to allow for appropriate circulation up and down the different levels.

Photo 1: Entrance to the Architectural Facility

Transport:

b) There is a student carpark which is situated very close to the back entrance to the school of architecture with sufficient parking bays to accommodate the parking needs of both the students and staff. A few students access the campus via public transport, mainly in the form of a bus, minibuses, taxis and or uber. The school has facilitated for permission of these modes of transport to be able to enter facility to drop off the student right at the entrance of their facility. This is a marked improvement because previously public transport was not permitted onto the premises and thus students needed to walk long distances. Especially cumbersome for architecture students given the models and forms of presentations that they must bring on to campus.

Access to the building:

c) Access to the facility is through the main entrance at the front of the Shepstone Building via a wide ramp flanked by a series of staircases. Students coming from the direction of the Howard College Campus can access the facility through this main entrance. There is, however, as mentioned above a back entry into the facility, from the student car parking.

d) The facility caters for both physically abled students and paraplegic students in accessing the building and moving from one level to another. The vertical and horizontal circulation to all spaces has taken this into account which must be commended. Besides this, there are as clever linkages to the different spaces via bridges, stairs, and ramps where appropriate. Even when there is load shedding it was found that although the escalators do not work the lifts are operational to facilitate for access and circulation.

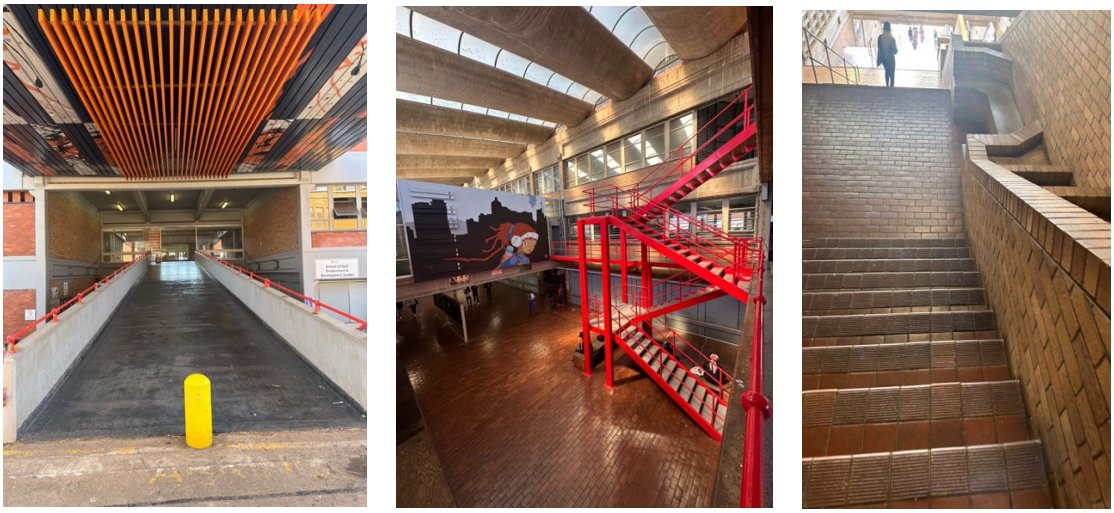
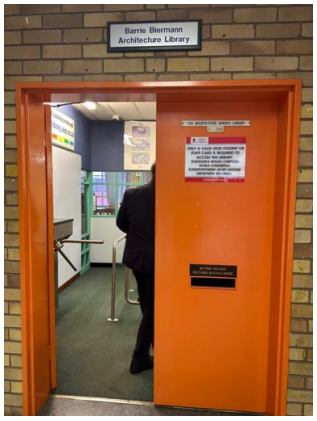


Photo 2: Access to building, linkage bridges, ramps, and staircases

Security:

e) The first line of the security is at the main entrances to the campus. Students and staff make use of access cards to enter the facility. All key spaces in the facility are accessed using this card system. The entire facility is well lit and has been deemed safe by the students and staff. During load shedding there is a backup generator that facilitates for the lifts to work and the main lights in the facility to be operational. The parking facility is also well lit at night and we were informed that campus security assures night patrols of this zone at night.

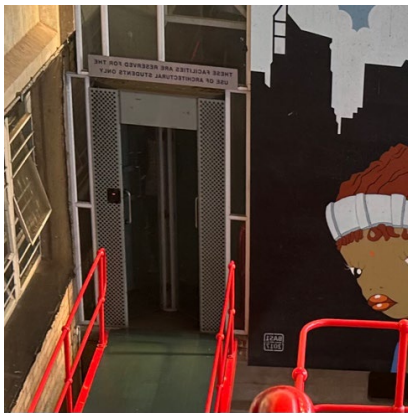


Photo 3: Security gates, accessed controlled systems

Studios:

f) The studios in the facility are very spacious and are split over the different levels and years. On the first floor we have the main studio space for first year students on one side of the building and then the second years on the opposite side of the building. These studios are linked to each other via an interleading passage. The passage facilitates for easy communication between the two years for skills and transfer and co learning to take place. Within each studio space is a storage area inclusive of lockers that students can make use of should they wish. The studios are also well equipped with appropriate furniture for the students to sit and work on. Within the first-year studios it was quite visible that the students have taken to personalizing their space which felt more lived in and used than the other years.



Photo 4: First year and Second year studios

g) The third-year studios; the M. Arch and honours students are on the third floor which is quite separate from the other students. The same concept exists where the studios are large and spacious. One must say though that these did not look like they were often inhabited by the students as the facility was very clean upon inspection. The studios are also equipped with computer facilities with the relevant software for the students to make use of.

Photo 5: Third year studio, Printing facilities, balcony space for socializing

h) Each studio has a printer to help the students print their work during submissions or crit interactions. Students did however, note that these often had some technical problems and that printing cost were generally high. We recommend that this concern needs to be investigated.

Crit Space:

i) Within each studio floor was an area allocated for crit spaces and presentations. It appears that each studio space has sufficient pin up space and facilities should the students need to present their work. The ALS have been very creative in creating specific areas for engaging in crit sessions where everyone can take part.

Photo 6: Pin up spaces and dedicated crit rooms

Recreation

j) In some of the studios, there are shift lounge areas created to allow students to relax and socialise, but it was noted that these were not used by the students. It was also

noted that students preferred to take a walk to the main cafeteria area where they could interact with students from other faculties near the main campus library. At this area was a few different outlets for food and drinks. There were also ATMs and stationery shops etc. These facilities were a long distance from the architectural faculty. A vending machine within the architecture department should be considered.

Photo 7: food outlets

k) Showers and changing facilities would be very useful to the students as some of them did spend a lot of their time on the campus preparing for their presentations. This does not yet exist and needs to be considered as an option for students.

Library:

i) The architecture library is situated on the first floor of the building with card access for the students. The library is a valuable archive of textbooks for the students and professionals and is unique to this school given the historical records they hold. The library still has the rare (Early Architectural Collections) of valuable books, trade literature and historical architectural drawings and student work. All the old information and historical records are now scanned and a digital library is being prepared for access to the student body.

j) Although the old books and literature are valuable, the school needs to make a concerted effort to increase and update its book collection. The other Schools of Architecture are moving into digital platforms for retrieving books and journals - including publications. The ALS is encouraged to aggressively pursue this mode of interaction for the benefit of their students.

Photo 8: Student library

It was noted that a succession plan is being pursued - related to supporting the future of the library.

Computer Land Area Network (LAN) Facility:

k) The Computer LAN facility is directly linked to the main architectural library via a staircase leading to the lower ground floor. Access to this facility is controlled via the use of an access card system. The students can access this facility even when they have not fully paid their fees. The facility is well equipped with up-to-date computers and software for students to make use of. This space is split up into two sections, a space for the undergraduate students and the other for the postgraduate students. The LAN facility also has a few printers with relevant student staff on duty to assist students with their printing needs using these machines which can often be complex for some students to navigate.

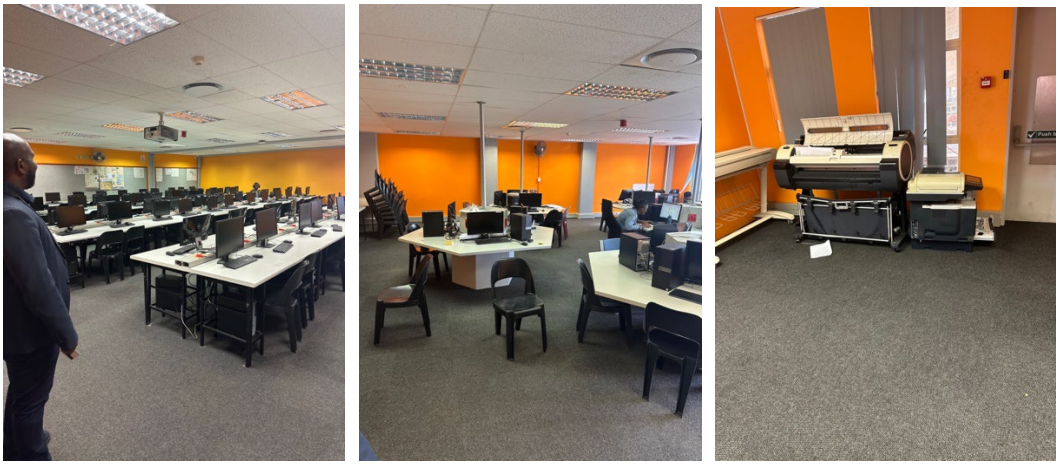


Photo 9: Architecture LAN

Staff Offices:

l) The staff offices are located on the second floor of the building and are access controlled. They are easily accessible to students on the floors below. The staff facilities are well equipped with meeting rooms, large boardroom, and social spaces.

Photo 10: Staff social spaces and boardroom

Lecture rooms and Auditoriums:

m) The school of the Built Environment and Development Studies shares various dedicated lecture rooms and auditoriums.

Architectural Workshops:

n) The workshops are located on the third floor which is accessible to all students via the use of staircases, lifts, or escalators. There is a Workshop Manager who supervises the students in this space. There are some tools, equipment, and machinery for utilization by the students to make their models - under supervision. There is also ample storage for model making materials within this space. There is a 3D printer that is also noted as accessible to all students for use. What was concern was the lack of necessary safety signage that should comply with the Occupational Health and Safety Act is still to be fitted.

Photo 11: Architectural Workshops

Receptionist area:

o) The students have full access to this centrally positioned space where local student administration, recruitment and support are provided by permanent appointed staff members.

Ablution Facilities:

p) The ablution facilities on each floor are inadequate for the numbers of students the ALS has. There are however universally accessible ablution facilities on the floors near the lecture rooms and auditoriums. There is a universally accessible toilet as well, however, this is not well demarcated with signage and was in fact missed on the first inspection.

Conclusion:

q) From the last visit there has been improvement to the spaces within the faculty and the ALS must be commended for the visible efforts witnessed in this inspection.

11. Accreditation Documents

a) The evidence documents were timeously received and distributed to the AB members. The information on the files was organised efficiently, concisely, and clearly presented in links with PDF files labelled accordingly.

b) The self-assessment or evaluation report provided a strategic view of the ALS. As well-structured pedagogy review, transformation plan and statistics, student assessment portfolios, and samples of moderation reports. Moreover, there was a presentation by the Academic Leader of the School of Architecture to support the information provided in the digital files.

12. Report from the Academic Leader: Dr Lawrence Ongunsanya

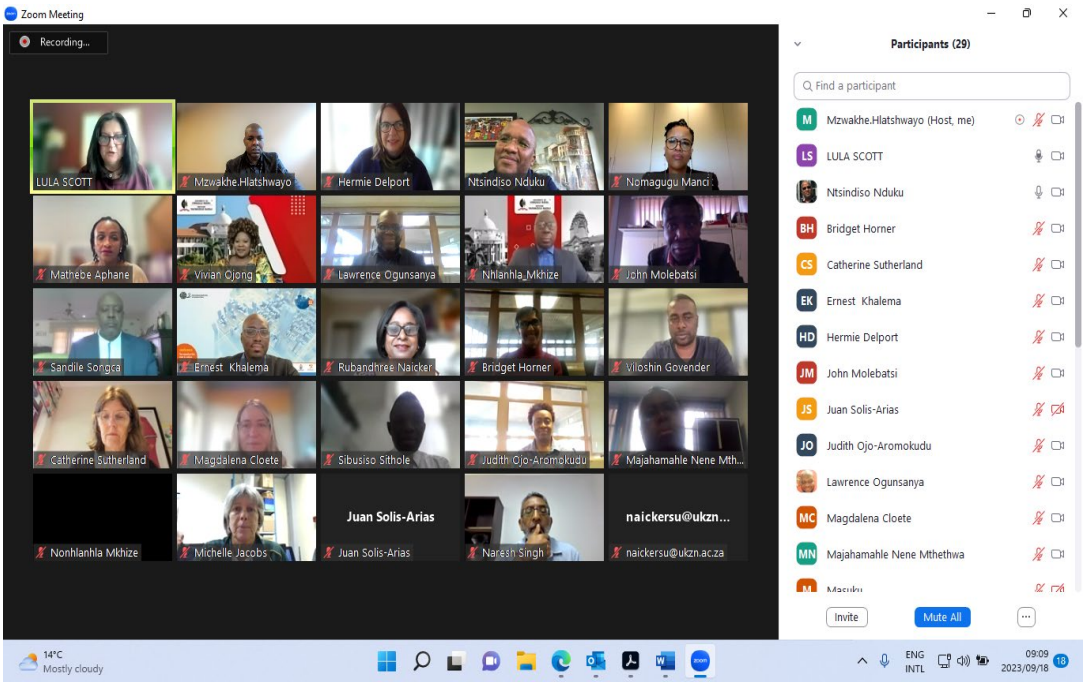


Photo 12: AB interview with academic leader

a) The Academic leader of the school presented the ALS vision, mission and goals which were aligned to the university values. His presentation indicated a comprehensive staff complement which is qualified, experienced and can deliver on the mandate. Furthermore, the programs are clustered into categories consisting of research and coursework (M. Architecture). These programs offer students opportunities to be researchers and practitioners through the design course.

b) The ALS has had challenges such as lack of permanent senior academic lecturing staff and slow response towards staff transgression. The academic leader indicated that the ALS is currently searching for more academic senior lecturing staff - especially black females. It was also noted that he was concerned with the speed in which transgression/ or lack of performance of staff was dealt with by the ALS and that there needed to be a better way to address issues of concern. The academic leader expressed confidence in the ability of the ALS to deliver on the curriculum due to a diverse lecturing staff. The AB commended the Department for their efforts in driving a curriculum which is aligned with SACAP competencies and further acknowledges the improvement shown by the ALS.

13. AB interview with Alumni Students

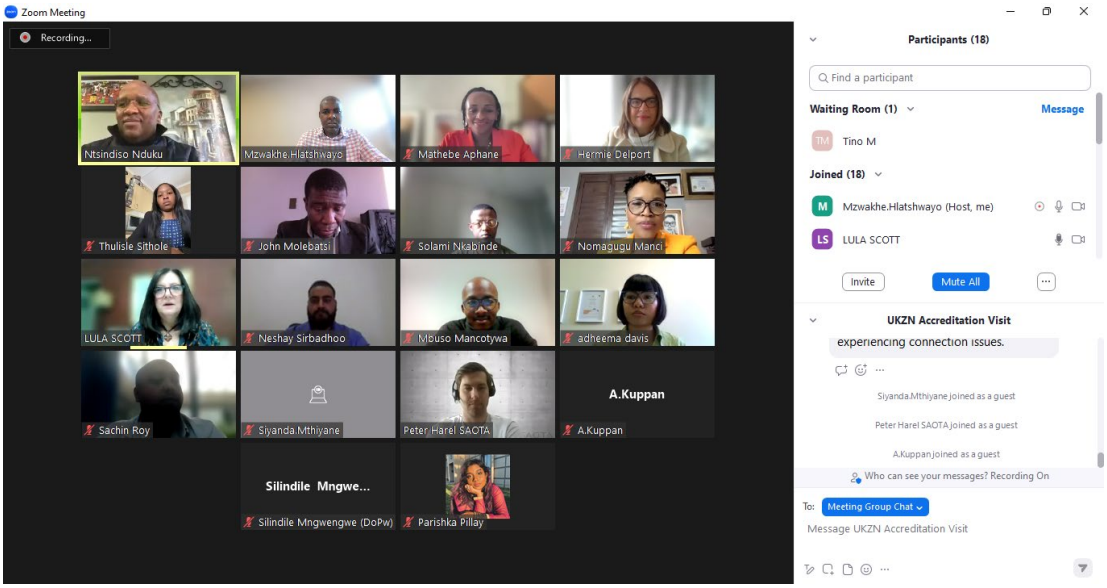


Photo 13: AB interview Alumni students

a) We commend the UKZN for producing quite a number of M.Arch Professional students who are either practising on their own account as Professional Architects or employed in Government and private sector. The alumnis shared their lived experience with the AB. The Alumnis stated that joining the Architecture department with the School of Engineering would benefit the current students in terms of proper site visits as well as to ensure appropriate allocation funds. Secondly, there needs to be a provision to accommodate the necessities of students from historically disadavantaged background. Things such as computer literacy classes and communication courses are critical to alleviate the language and soft skills barriers. Improving the students language will enable them to comprehend and adapt to the language used in the History and Theory of Architecture module. This module was found to be rich in language as a result, historically disadvantaged students struggled to comprehend the material which has led to poor perfomance. More so, The Alumnis requested additional allocation of funds towards additional Learning and Teaching Support Material (LTSM) such as printing and photocopy.

b) In addition, the alumini stated that the University needs to improve the Ethical Practice module to align it with the current trends of the industry. It is further noted that the restructuring of the department led to poor quality of work and hence the production of students who are ill prepared for the world of work. The AB assured the alumnis that the issues will be raised with senior management.

14. AB interview with Current students

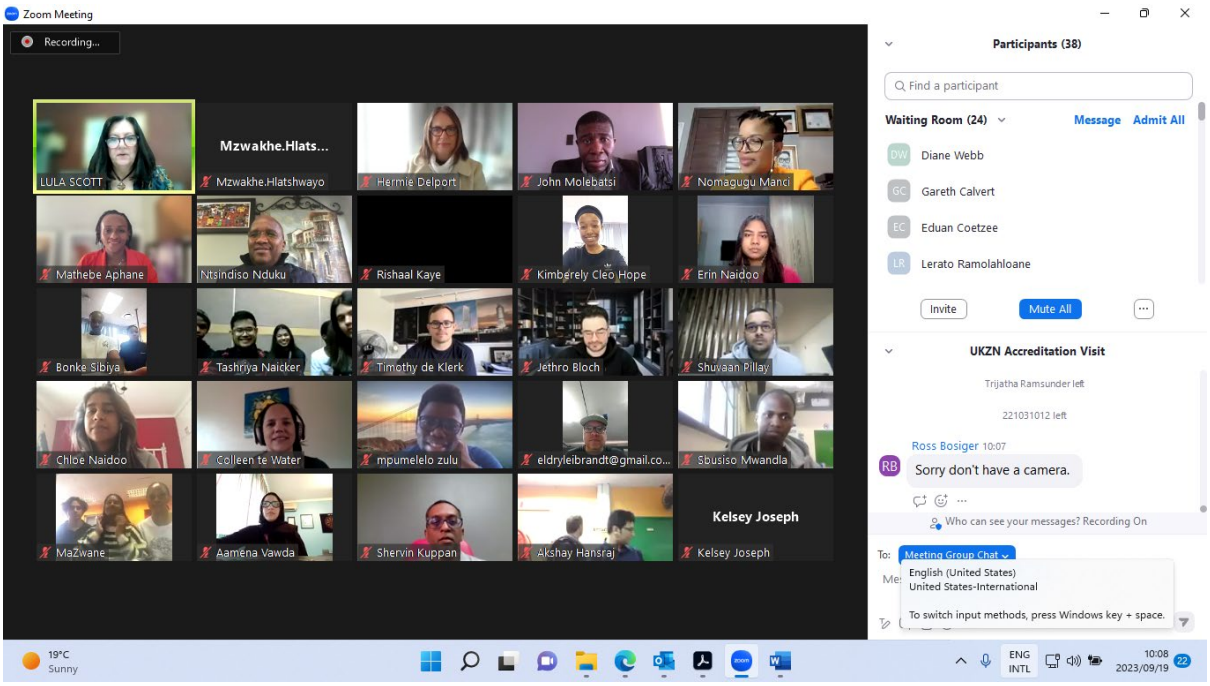


Photo 14: AB interview with current students

a) The UKZN is commended for providing a diverse group of part-time and full-time students. The part-time students appreciated the blended approach to teaching which allows them to catch up with missed sessions or lectures whilst pursuing their careers. Videos sessions are uploaded and this makes learning accessible and convenient. Moreover, lectures created an opportunity to offer crit or studio sessions over the weekend to accommodate part-time students.

b) Students demonstrated a high level of excitement over the content learnt which, they said, is worthwhile and enriching. However, the downside is that, students do miss the physical interaction, online learning can be isolated at times especially to historically disadvantaged students with barriers to learning and lack of resources.

c) The students also indicated that there was an amount deducted from their accounts for site visits, notwithstanding that, they fund themselves to get to sites.

d) The university is commended for its effective systems of managing students' complaints at undergraduate level. The Student Representative Council is present, efficient, and reliable with proper communication processes and policies. The AB noted that the students felt that the crit sessions they had with some lectures were a challenge. The

students noted that they have experienced feeling victimized by certain individuals or staff members with no clear intervention from senior management when incidents are reported.

15. AB meeting with the External Moderators

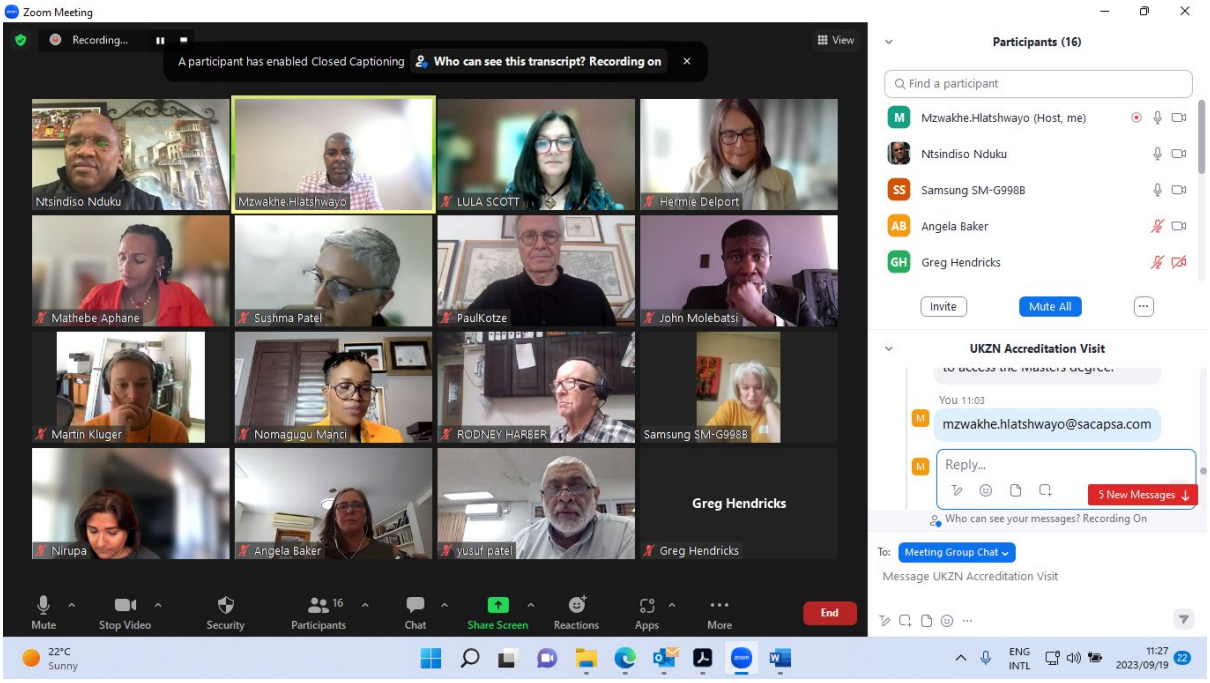


Photo 15: AB meeting with the External Moderators

a) The ALS presented a diverse and experienced team of moderators. The AB commended the External Moderator's contribution and availability to share their expertise. During the interview session, it had emerged that, the role of the External Moderators was not articulated clearly. Responsibilities such as remarking of assessment tasks, verification of student marks, checking for reliability-validity and fairness of the task, verification as to whether the tasks provided to students satisfies the minimum standards or if it is at the appropriate level of the programme and whether this satisfies SACAP core competencies was not clearly defined or articulated. A concise assessment policy is required to remedy this situation.

b) External Moderators made comments on how they have used the checklist tool provided by the ALS without giving input into the moderation process and techniques. The AB raised concerns pertaining to the low level or standard of moderation, inconsistent moderation process of the same course from Year 1 to Year 3. It is recommended that the ALS upgrade their moderation tool to allow a more construction and effective input.

c) A concern was raised by the External Moderators that, the ALS does not allow for sufficient time into the moderation process. The AB indicated that there needs to be a review of the quality assurance system of the ALS.

16. AB meeting with the Full-Time and Part-Time lectures

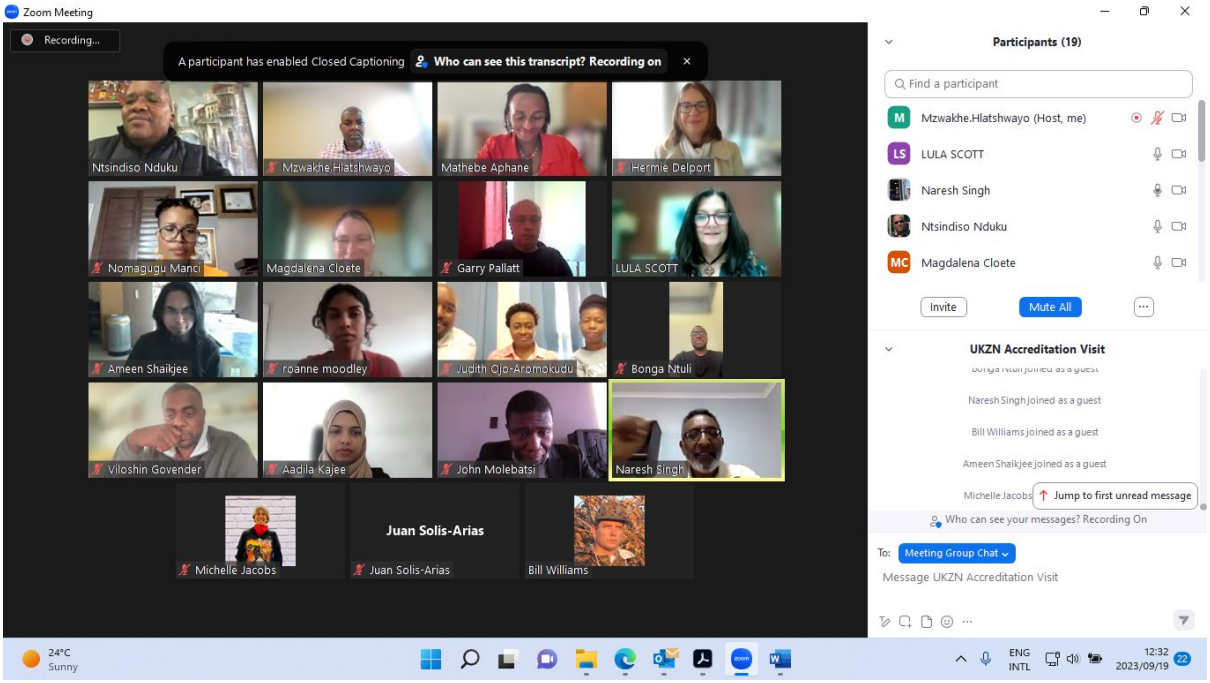


Photo 16: AB meeting with the Part-Time and Full-Time Lecturers

a) The ALS presented a diverse, qualified, and experienced staff. During the interview, the staff indicated that they did not engage socially as a staff component to build a sense of team engagement. Although it is understandable that COVID-19 created an unmanageable situation, it was still felt that management could still devise strategies to enhance team building and effective support programmes. The lecturers said that there is a lack of group discussions, planning, course preparation and cohesion which they felt was a threat towards teaching and learning.

b) The Management was requested to develop an effective onboarding system to induct new staff into the ALS operations. The AB had noted that management should develop systems of support, capacity building and communication for the betterment of the ALS.

c) Only two lectures are employed for the honours programme. This has demotivated the staff as the workload is not equitable and results in the staff feeling burnt - out. Management should develop systems for equitable workload to enhance good

performance. Succession planning should be investigated for the purpose of equipping new staff and good leadership. Staff contracts should be revised to allow a three-year contract in line with CHE regulations.

d) The three-year contract will improve part-time staff confidence, create a good culture of planning, and enhance the teaching and learning environment. The AB commended the staff and the ALS's leadership in showing clear evidence of improvement across the board for all matters previously raised in past accreditation.

17. AB meeting with the Dean

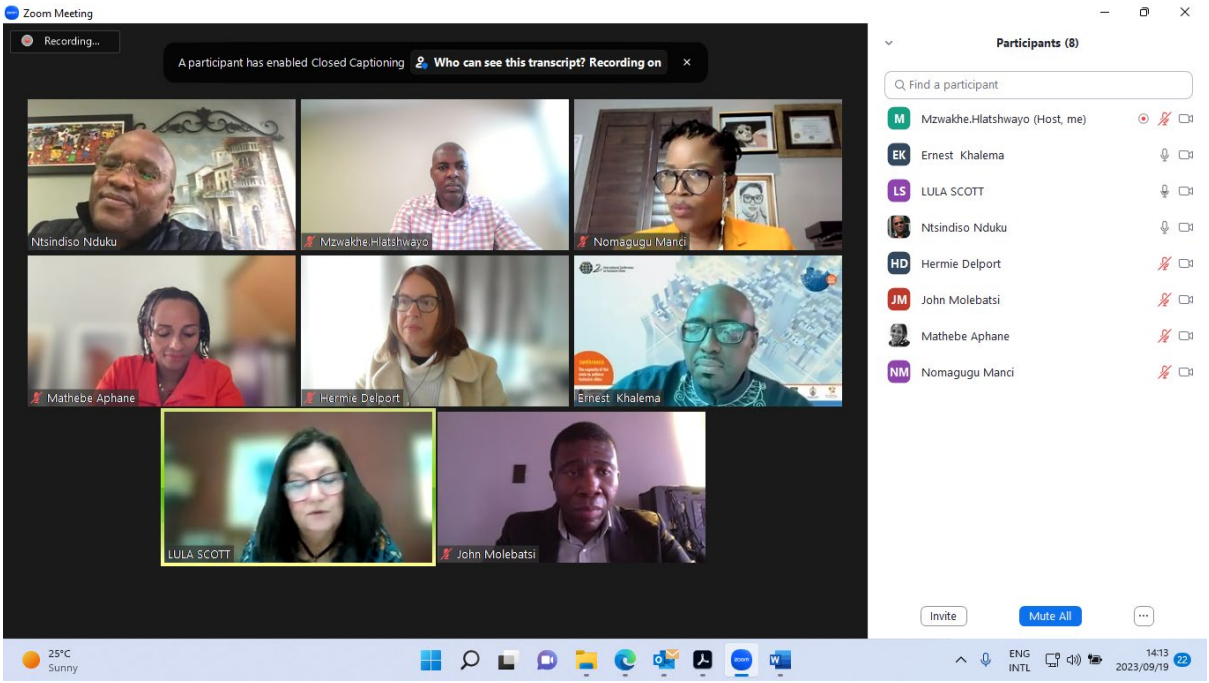


Photo 17: AB interview with the Dean

a) The Dean presented a detailed strategic view of the ALS and gave assurance that the ALS has the full support and backing so that success can be achieved at the highest magnitude. The AB expressed their satisfaction with the overall presentation of the of the dean and commended the staff and leadership of the ALS for the visible efforts seen through the documentation looked at for this accreditation.

b) The AB expressed some of the key challenges noted during the visit which they deemed important for the Dean to be aware of so that he could assist in ensuring that these problems noted are rectified. These challenges are the inability of the ALS to manage misconduct of staff, the fact that key performance indicators were not applied to staff and

monitored, the issue of staff shortages which impacted work load on existing staff and in adequate allocation of financial resources to assist the ALS with their needs. The Dean committed to dealing with the issues raised and that the ALS accreditation response report will have concrete solutions put forward.

18. Review of Courses: General Comments

a) It was observed that in the three programmes - BAS, BAS (Hons) and the M. Arch, only the BAS (Hons) addresses the module: Professional Practice.

b) The ALS must apply a rigorous review of the curriculum and implement positioning of Architectural Practice starting from the first - year undergraduate level.

19. Review of courses: Bachelor of Architectural Studies (BAS)

BAS YEAR 1

Architectural Design and Technology 1A & 1B

a) The structure of the outcomes presented with clear intentions and basic vernacular of shelter-making is a commendable approach to understanding technology and structure. The student projects presented were more focused on design outcomes. Process drawings (even though they were available) were not provided because ALS explained that it was not stipulated in the SACAP accreditation preparation templates. The BAS1 main theme is *Making and Conceptualisation*, However, conceptualisation follows design informants which are determined through research of material, environmental analysis, site analysis etc.

b) The success in conceptualisation depends on a rigorous investigation of design informants and if this process has not been followed in detail, conceptualisation becomes arbitrary and difficult to master. It is understandable that the student projects must be complete, however, the first-year design curriculum should focus on the design informant's process. Having looked at the student's work, the focus is on 'making' the object and completely missed the 'how' part.

c) The design technical visual communication programme deliverable puts more emphasis on a finished product than the components or a kit of parts and assembly of the cabinet. The student work evidently showed a lack of basic drawing skills to technically represent their ideas. It is at this stage of the curriculum that drawing skills can be taught.

d) The ALS seem to rigidly follow the SACAP competencies. However, the link between the exit levels in alignment with the SACP registration categories needs refinement.

19.1 Theory of Architecture 1A & 1B

a) Both first-year courses are well designed and covers the essentials of architectural theory for a first-year student focusing on building architectural vocabulary by studying the elements and principles of architecture such as circulation, proportion, scale, and ordering principles, etc. The reading material are relevant in terms of context and complexity. A bigger focus on local precedent would be better. The students attend theory lectures, have discussions, and complete assessments. For both courses the vertical and horizontal integration with other courses are articulated in the course outline. This allows students to contextualise their learning.

b) The assessments are very well structured and of relevant scope and complexity. The assessments are an essay and a test, the focus is primarily on analysis at dwelling/residential scale and draws on relevant texts. Students select which precedent to analyse. More local precedent should be introduced in this module. The scale/complexity/and clarity of some of the precedent selected by the students did not align with the course intent.

c) The marking criteria was clearly articulated. It was however not evident whether students have access to the marking rubric that indicates the weighting of the marking criteria (if not, this needs to be added to the assessment briefs). Students do receive constructive feedback via the marking rubrics.

d) All information was available for review, including external examiner reports. There we no specific recommendations made in the external examiner reports. The previous SACAP report highlighted the lack of in-text referencing. There was some evidence of in-text referencing in the student assessments but especially for the lowest passes this was still minimal. Student feedback indicated that they enjoyed the courses very much although some expressed that the readings were too complex.

19.2 History of Architecture 1A & 1B

a) The History of Architecture module from the first to the third year has mostly remained the same from the previous accreditation. The 2015 AB members were satisfied with the content of the modules. They were satisfied that the course was aligned with the SACAP competencies. However, the AB members observed that the modules do not reflect examples and case studies of South Africa, and therefore, the ALS should deliberately introduce Global South sources/references to the students in the module to expose them to other theories not only the Global North theories. Overall, the History of Architecture modules align with SACAP competencies but need the global South references.

b) The ALS had discussed introducing a transformed curriculum, but the whole history module needs to catch up on the transformation agenda. The curriculum is still based mainly on the Eurocentric teaching content. This is of great concern to the AB. The modules still need to be aligned with the transformative pedagogy and goals of the university and of SACAP. The references recommended to the students include none or very few African literature written by African scholars. The History lecturers should introduce and expose the students to more precedents and spatial theories of the global south in general and Africa in particular.

c) In the first year, the students attend lectures and have class discussions. For the second-year, the first-semester module - History and Theory-2A - the AB could not find a course outline in the portfolio of evidence. For the 2B module, the students' lectures are complemented by documentaries. In the third year, the exit-level year, the students are taught in various ways, including interactive workshops and seminars.

d) There is a clear progression from the first to third-year in the History modules. However, the module needs to find ways of retelling the classical architectural world stories in a decolonised context in which Africa is central to the debate. Africa should be central to the discussions to heighten and elevate the dialogue. The assessment methods are straightforward and articulated in the course. The module lecturer does the internal assessment for the first, second and third years.

e) The students' work in 1A and B shows they need more problem-solving skills. The weak students could benefit from some remedial help, especially in the first semester of the course. The ALS needs to standardise the guidelines of external moderation of the

theory subjects so that the external moderators can evaluate the minimum standards of the subject/course. For example, the norm is to provide the external moderator with at least three highest passes, middle passes, lowest passes, and failures.

19.3 **Building Science (Solar Geometry)**

"Building science is the collection of scientific knowledge that focuses on the analysis of the physical phenomena affecting buildings and its Users."

a) The BAS Building Science is divided into six different focus topics [viz: Solar Geometry, Solar Movement, Electricity & Illumin, Heat in Buildings, Acoustics, Passive Solar Design] with each year of study having two specific subject topics. Each topic is completed in isolation but when combined it speaks to fundamentals of building science and its application to architectural design.

b) The vertical and horizontal integration is achieved by the interrelation and common objectives of each focus topic. Elements and topics of advanced building science principles are embedded in the postgraduate degree under Advanced Architectural Technology ARCH703 and Interdisciplinary Project ARCH8PD. Furthermore, course material and method overlap with building design processes, communication methods, research, detailing, and technology touching on urban relationships in various site analysis

19.4 **Building Science (Solar movement)**

"*Building science is the collection of scientific knowledge that focuses on the analysis of the physical phenomena affecting buildings and its Users."*

a) The BAS Building Science is divided into six different focus topics [viz: Solar Geometry, Solar Movement, Electricity & Illumin, Heat in Buildings, Acoustics, Passive Solar Design] with each year of study having two specific subject topics. Each topic is completed in isolation but when combined speaks to fundamentals of building science and its application to architectural design. The vertical and horizontal integration is achieved by the interrelation and common objectives of each focus topic.

b) Elements and topics of advanced building science principles are embedded in the postgraduate degree under Advanced Architectural Technology ARCH703 and

Interdisciplinary Project ARCH8PD.Furthermore, course material and method overlap with building design processes, communication methods, research, detailing, and technology touching on urban relationships in various site analysis. This course is aligned with SACAP competencies.

19.5 Theory of Structures 1A & 1B

The course is balanced between group work and individual work. Theory of Structures 1 introduces students to basic structural components of a building, namely, beams, columns, and slabs. The group assignments have been designed for group work and for maximum participation of group members. Similarly, the individual assignments have been designed for individual students. The course is good foundation for students to have a total comprehension of the different structural components of a building. The course is a good base for Theory of Structures 2 and prepares the students accordingly.

BAS YEAR 2

19.6 Architectural Design and Technology 2A & 2B

a) The emphasis in the second-year curriculum should be on conceptual development and documentation. The drawings for the technical resolution from a technology point of view is lacking. The observation was that the introduction of CAD software in the second year is destructive to design development. The ALS encourages students to use their freehand skills, However, most of the work presented were done in CAD. The introduction of Computer-Aided Design (CAD) drawings in the second-year design studio serves as a pivotal step in cultivating essential skills and setting the foundation for a seamless transition into the third-year design studio. This strategic integration is motivated by the recognition of CAD proficiency as a fundamental tool in contemporary architectural practice, where digital design and representation have become integral components of the architectural workflow.

The third year is an exit year; hence it ensures that students graduate with a comprehensive skill set that aligns with industry expectations and fosters a seamless transition into professional practice. It is also important to encourage and monitor students to continue to use their freehand skills especially in the conceptual phases of their design and emphasise that it is not compulsory to produce their final drawings in CAD. CAD should be introduced in the first-year foundation phase as one of the drawing tools.

b) The ALS seems to rigidly follow the SACAP competencies. However, the link between exit levels in alignment with the SACAP registration categories needs refinement.

19.7 Theory of Architecture 2A & 2B

a) The two courses are well-aligned with second year theory expectation. The course outline for Theory of Architecture 2A describes a course that builds on the first-year theory of architecture courses with a more critical approach that draws on philosophical, poetic, and experiential meaning in architecture. Theory of Architecture 2B focuses on critical regionalism, globalization, micro/ macro urban design, pattern language, paradigms, and space related to culture (as per the course outline). For both courses, students attend theory lectures, seminars, and discussions, and go on field trips.

b) Relevant readings and text are introduced, and lectures are clearly set out for each lecture slot. The vertical and horizontal integration with other courses is not articulated in the course outlines (as is done in first year theory courses). This needs to be introduced in the second year to allow students to contextualise their learning. Theory of Architecture 2A seems disorganised to some extent. The course outline does not set out the assessment timeline or the weighting of the assessments towards the final mark. There are five assessments in the evidence provided. The order of the assignments is not evident.

c) Only one of these assessments were properly formatted (the Tectonics Assignment) but no marking criteria or marking rubrics were provided in any of the assignments. The Tectonics assignment does have a separate rubric, but it is not clear whether students received this rubric prior to submission. The published marks in the evidence shows only the final mark, so it is not clear how these assessments combine to the final mark. No evidence was provided of oral presentations and posters, which according to the module report formed a part of the outcomes.

d) For Theory of Architecture 2A the external examiners report should receive attention. The external examiner expressed concern about the low-class average, and the introduction of urban design at the beginning of the course. It is commendable that a local precedent was used in Tectonics Assignment. Theory of Architecture 2B also does not set out the assessment timeline or the weighting of

the assessments towards the final mark. The assessments are better structured and provides marking criteria with weighting.

e) Application of the marking criteria was difficult to interpret, as not all marked projects displayed the rubric categories. The published marks in the evidence showed only the final mark, so it is not clear how these assessments combine to the final mark. The external examiner expressed concern with the low-class average and the non-evidence of the application of marking criteria. For both Theory of Architecture 2A and 2B it was difficult to access the student work as this was not organised according well. There was no order and all the assessments were presented together. In-text references were absent in many of the essays. Referencing should receive attention.

19.8 History of Architecture 2A & 2B

a) The History of Architecture module from the first to the third year has mostly remained the same from the previous accreditation. The 2015 AB members were satisfied with the content of the modules. They were satisfied that the course was aligned with SACAP competencies. The AB members observed that the modules did not reflect examples and case studies of South Africa, and therefore, the ALS should deliberately introduce Global South sources/references to the students in the module to expose them to other theories except the Global North theories. Overall, the History of Architecture modules align with the SACAP competencies but needed the global South references.

b) The ALS had discussed introducing a transformed curriculum, but the whole history module needs reflect the transformation agenda. The curriculum is still very much a Eurocentric teaching content. This is of great concern to the AB members. The modules still need to be aligned with the transformative pedagogy and goals of the university and of SACAP. The references recommended to the students include very few African literature written by African scholars. The History lecturers should introduce and expose the students to more precedents and spatial theories of the global south in general and Africa in particular.

c) In the first year, the students attend lectures and have class discussions in the first and second semesters. For the second-year first-semester module (History and Theory-2A), the AB members could not find a course outline in the portfolio of

evidence. For the 2B module, the students' lectures are complemented by documentaries. In the third year, an exit-level year, the students are taught in various ways, including interactive workshops and seminars. This is to be commended.

d) There is a clear progression from first to third-year History modules. Still, the module needs to relook at the ways of telling the classical architectural world stories in a decolonised context in which Africa is central to the debate. Africa should be central to the discussions to heighten and elevate the dialogue.

e) Assessment methods are straightforward and articulated in the course outline at the commencement of the module teaching. The module lecturer does the internal assessment for the first, second and third years. The students' work in 1A and B shows that they need more problem-solving skills. The weak students could benefit from some remedial help, especially in the first semester of the course. The ALS needs to standardise the guidelines of external moderation of the theory subjects so that the external moderators can evaluate the minimum standards of the subject/course. For example, the norm is to provide the external moderator with three highest passes, middle passes, lowest passes, and failures.

19.9 Building Science (Electricity & Illuminations)

"Building science is the collection of scientific knowledge that focuses on the analysis of the physical phenomena affecting buildings and its Users."

a) The BAS Building Science is divided into six different focus topics [viz: Solar Geometry, Solar Movement, Electricity & Illumin, Heat in Buildings, Acoustics, Passive Solar Design] with each year of study having 2x specific subject topics. Each topic is completed in isolation but when combined it speaks to the fundamentals of building science and its application to architectural design.

b) The vertical and horizontal integration is achieved by the interrelation and common objectives of each focus topic. Elements and topics of advanced building science principles are embedded in the postgraduate degree under Advanced Architectural Technology ARCH703 and Interdisciplinary Project ARCH8PD.Furthermore, course material and method overlap with building design processes, communication methods,

research, detailing, and technology touching on urban relationships in various site analysis.

19.10 **Building Science (Heat in Buildings)**

"Building science is the collection of scientific knowledge that focuses on the analysis of the physical phenomena affecting buildings and its Users."

a) The BAS Building Science is divided into six different focus topics [viz: Solar Geometry, Solar Movement, Electricity & Illumin, Heat in Buildings, Acoustics, Passive Solar Design] with each year of study having 2x specific subject topics. Each topic is completed in isolation but when combined it speaks to the fundamentals of building science and its application to architectural design.

b) The vertical and horizontal integration is achieved by the interrelation and common objectives of each focus topic. Elements and topics of advanced building science principles are embedded in the postgraduate degree under Advanced Architectural Technology ARCH703 and Interdisciplinary Project ARCH8PD. Furthermore, course material and method overlap with building design processes, communication methods, research, detailing, and technology touching on urban relationships in various site analysis.

19.11 **Theory of structures 2A & B**

Like Theory of Structures 1, Theory of Structures 2 is also balanced between group work and individual work. Theory of Structures 2 introduces students to complex structural components of a building including materials, for example concrete. The group assignments have been designed for group work and for maximum participation of group members. The group assignments are a good opportunity for students to work together in group. The individual assignments have been designed for individual students. Besides structural components, students are introduced to Heat Design Solutions, Humidity, and Thermodynamics. Therefore, the students gain a better understanding and comprehension of the performance of buildings.

BAS YEAR 3

19.12 Architectural Design and Technology 3A & 3B

a) The enthusiasm and efforts of the senior teaching staff cannot be down played, there is still more work to be done for the ALS to produce the best graduates in the country. A lack of design process drawings is evident throughout the BAS programme.

b) In this course, visual communication teaching aids need to be further explored. Looking at the quality of student work, a lot must be done to improve proper engagement with the students to teach and highlight the importance of the design process. Appropriate innovative design and technology teaching tools and techniques need thorough investigation. Crits as a studio-based teaching method has produced the current crop of architectural professionals and it has been very successfully used for years.

c) However, with technology advancing rapidly, the ALSs need to adapt quickly to move with time. The choice of student projects - diversity plays a cornerstone in design teaching and the chosen projects for students are not in line with ALS's curriculum transformation agenda and also falls short of providing an excellent base for teaching design.

d) The ALS rigidly follows the SACAP competencies. However, the link between the exit levels in alignment with the SACP registration categories needs refinement.

19.13 Theory of Architecture 3A & 3B

a) Both courses are at an appropriate level and with relevant content. Theory of Architecture 3A presents a perspective of modernism from a critical perspective and intro modernism in the global South and in South Africa and makes a concerted effort for transforming content. The course is well-structured. The assessment scope, hand-ins, and the programme are set out clearly in the course outline, but not proportional to the final mark. Assessment briefs are explanatory but does not include a marking matrix.

b) For the evidence of the work only the lowest passes and highest passes were included, there was no evidence of highest failures or mid-range marks. One of the highest passes did not include an in-text reference. The internal examiner also commented on

lack of/poor referencing. Theory of Architecture 3B introduces urbanism and place theories, but also seem to repeat some aspects of first and second year although it is focused more on application of theory to design and is directly linked to studio/Design 3B. The assessments are set out in the course outline, but the programme is not as clear as in 3A and again the proportion that assessments contribute to the final mark is not included. The assessment briefs are clearly articulated and includes assessment criteria with proportional mark allocation.

c) For both courses, marking rubrics were included in the evidence, separate from the briefs, and it was not clear when/how students had access to these. There was no completed rubrics with the assessment results. There were no highest fails included for either course. The external examiners reports are positive in both courses and emphasises fair and consistent marking.

19.14 History of Architecture 3A & 3B

a) The History of Architecture module from the first to the third year had remained the same from the previous accreditation. The 2015 AB members were satisfied with the content of the modules. They were satisfied that the course was aligned with SACAP competencies. The AB members observed that the modules did not reflect examples and case studies of South Africa, and therefore, the ALS should deliberately introduce Global South sources/references to the students in the module to expose them to other theories except the Global North theories. Overall, the History of Architecture modules are aligned with the SACAP competencies but needs the global South references.

b) The ALS had discussed introducing a transformed curriculum, but the whole history module needs to reflect on the transformation agenda. The curriculum is still a Eurocentric teaching content. This is of great concern to the AB members. The modules still need to be aligned with the transformative pedagogy, the goals of the university and of the SACAP competencies. The references recommended to the students have very few African literature written by African scholars. The History lecturers should introduce and expose the students to more precedents and spatial theories of the global south in general and Africa in particular.

c) In the first year, the students attend lectures and have class discussions in the first and second semesters. For the second-year first-semester module (History and Theory-2A), the AB members could not find a course outline in the portfolio of evidence. For the 2B module, the students' lectures are complemented by documentaries. In the

third year, the students are taught in various ways, including interactive workshops and seminars.

d) There is a clear progression from the first to the third-year History modules. The module needs to relook at ways of telling the classical architectural world stories in a decolonised context in which Africa is central to the debate. Africa should be central to the discussions to heighten and elevate the dialogue.

e) Assessment methods are straightforward and articulated in the course outline at the commencement of the module teaching. The module lecturer does the internal assessment for the first, second and third years. The students' work in 3A and 3B shows they need more problem-solving skills. The slow students could benefit from some remedial help, especially in the first semester of the course. The AB recommends that the ALS standardise the guidelines of external moderation of the theory subjects so that the external moderators can evaluate the minimum standards of the subject/course. For example, the norm is to provide the external moderator with three highest passes, middle passes, lowest passes, and failures.

19.15 **Building Science (Acoustics)**

"Building science is the collection of scientific knowledge that focuses on the analysis of the physical phenomena affecting buildings and its Users."

a) The BAS Building Science is divided into six different focus topics [viz: Solar Geometry, Solar Movement, Electricity & Illumin, Heat in Buildings, Acoustics, Passive Solar Design] with each year of study having two specific subject topics. Each topic is completed in isolation but combined together shows the fundamentals of building science and its application to architectural design.

b) The vertical and horizontal integration is achieved by the interrelation and common objectives of each focus topic. Elements and topics of advanced building science principles are embedded in the postgraduate degree under Advanced Architectural Technology ARCH703 and Interdisciplinary Project ARCH8PD.Furthermore, course material and method overlap with building design processes, communication methods, research, detailing, and technology touching on urban relationships in various site analysis.

19.16 **Building Science (Passive Solar Design)**

"*Building science is the collection of scientific knowledge that focuses on the analysis of the physical phenomena affecting buildings and its Users*."

a) The BAS Building Science is divided into six different focus topics [viz: Solar Geometry, Solar Movement, Electricity & Illumin, Heat in Buildings, Acoustics, Passive Solar Design] with each year of study having two specific subject topics. Each topic is completed in isolation but when combined, it shows the fundamentals of building science and its application to architectural design. One could say that vertical and horizontal integration is achieved by the interrelation and common objectives of each focus topic.

b) Elements and topics of advanced building science principles are embedded in the postgraduate degree under Advanced Architectural Technology ARCH703 and Interdisciplinary Project ARCH8PD.Furthermore, course material and method overlap with building design processes, communication methods, research, detailing, and technology touching on urban relationships in various site analysis.

19.17 Theory of Structures 3A & 3B

Theory of Structures 3 builds on the Theory of Structures 2, as it introduces students to complex buildings and complex building systems. The assignments have been prepared accordingly for students to have a better understanding and comprehension of complex buildings and building systems. The knowledge gained from Theory of Structures is evident in the design projects of the students. The design projects show that students have a better understanding and comprehension of structural components and materials in the buildings.

20. Review of courses: Bachelor of Architecture (Hons)

20.1 Architectural Design and Urbanism 32C (ARCH701)

a) The module structure has a very good potential to give a solid base for the Masters Programme. The ALS's ambition to embark on a Curriculum Transformation is more pronounced in the honours programme, however, it is rather too late in the student learning cycle and a missed opportunity to implement curriculum transformation basic principles over three years of the BAS programme. The programme uses this module to integrate the principles of urban design in architecture design. It is advised that Architectural design should be integrated with urban responsive design principles throughout the BAS programme as well.

The integration of urban design into architectural practice is a strategic and holistic approach that recognizes the interconnectedness of buildings with the broader urban fabric. Students are encouraged to embrace urban design principles to create sustainable, liveable, and contextually responsive environments. The symbiotic relationship between architectural and urban design enriches the built environment. By considering the broader

urban context, students use their design work to contribute to the creation of vibrant, sustainable, and people-centric cities, fostering a harmonious relationship between individual buildings and the larger urban landscape.

b) The ALS's quest to produce graduates who will critically engage with non-performing South African urban contexts is commendable. Group student projects give students the opportunity to understand current urban spatial challenges, however, the findings of these analyses are not properly articulated or understood to inform design concepts for individual Masters design projects. The research proposals should clearly demonstrate proposed structural systems of high technical resolution standards and the student work looks unfinished and lacks technical detailing information.

c) The design honours programme should provide a proper design framework and design strategies for the master's programme wherever it is possible because it might be difficult to implement due to the enrolment of different students from various universities in both the Honours and Masters programmes. Student work, produced in group work should be used as a base from which individual Masters Design Thesis can develop. One should imagine an urban framework concluded by group work to guide individuals to develop design strategies which will drive the design thesis for the master's program. There is a disconnect from the research proposal developed during the honours programme to give a theoretical framework for a Masters design thesis.

d) The advanced technological details are not evident in the design development and final drawings in most of the student work. Some student work sections technical resolution standards appear to be drawn with less detailing software like Illustrator, not CAD produced. The ALS rigidly follows the SACAP competencies. However, the link between the exit levels in alignment with the SACP registration categories needs to be refined.

20.2 Architectural Research Methods 16C (ARCH7RM)

a) In this module, reviewing the student work from the top, middle and lower pass, there seemed to be no precise nor well-defined research topic. There needs to be a well-focused research topic from each student which will be interrogated to the extent of breaking them down into a clear research question to form the basis of the research proposal. The ALS explained that each student's research topic is formulated and refined from the main research flagship themes (derived from UKZN's key research areas) in the discipline, which is used to enhance supervision activities and research output. The themes are:

- Social Cohesion – Addressing Inequality and Promoting Nation Building.
- African Health – Saving Lives, Spiritual, Physical and Mental Health.

- Big Data and Informatics – Computing Solutions, including mapping, statistical surveys /analysis, simulations / Virtual Realities/Smart technology etc.
- African Cities of the Future - Inclusive Cities and Urbanism

b) It was unclear what ethical considerations students had and the questions of positionality and reflexivity on how they intended to address these. Their submissions fell short of evidence-led research and how to build a logical argument supported by a precise theoretical framework. The student researchers must be able to take their positions in the debate whether they are in support or oppose and add their personal positions, but their submissions were falling short in that aspect. In the end, a research method proposal is a document which forms the basis for their final design research project. If the document which forms the base for a theoretical framework lacks clarity, the final design project suffers clarity. All three submissions had no clear timelines to guide their research from the start to the end of the research.

It is possible that the students work did not fully represent what was required of them in this module. The broad scope of the module content is to develop methods and procedures for critical inquiry into built environment problems with particular reference to the African context.

- Planning and preparing for research: Defining a Problem; choosing a research topic relevant to a socio-economic / environmental context in Africa.
- Formulating research questions in response to the research problem.
- Defining the theoretical and conceptual framework appropriate to architectural research, with a focus on theories and concepts relevant to the African context.
- Selection and analysis of Secondary and Primary sources

The ALS needs to encourage and monitor the students to ensure they meet the learning outcomes of the module.

20.3 Advanced Architectural Technology 16C (ARCH703)

a) There is a misalignment between the student work and the module outline. The student work did not demonstrate a clear understanding of the learning outcomes which the module aims to achieve. All the students' work with high, medium to low marks missed the module outcomes of a research-driven approach. With any research, it is vitally important that there is a problem statement.

b) The module should have guided the student by setting the scene in which the theme was on which was the sustainability principles, starting from the appropriate choice of the structural concept, one chooses which critically interrogates unsustainable

structural concepts currently used, building materials and all other components of the building which impacts negatively on the environment and result in high energy use.

c) The evidence gathered in research and analyses of the current technological systems that were not sustainable should form the base for the innovative approach which would reflect on a paradigm shift to an environmentally friendly design research approach which begins to incorporate new advanced technologies with mitigation design elements which underpin students design projects.

d) The evidence of student's technical resolutions shows a lack of comprehensive detailed understanding of technologies and sustainability. There is evidence in the module's learning outcomes to achieve this but it has not been fully implemented in the student's design work presented. It is advised that the ALS should guide and monitor student's work to demonstrate research and application of advanced architectural technology which begins to question current design technologies. These technologies can be used as a foundation for the Masters Design Project.

20.4 History & Theory of Architecture and Urbanism 32C (ARCH702)

a) The module focuses on "integrated knowledge" and understanding through critical enquiry of the histories and theories of architecture, urbanism and human settlements of Africa and the global contexts" with a very clear focus on the African city.

b) The module also teaches research skills and methodology and teaching and learning is focused on enhancing African scholarship and founded on a research-led approach that stimulates deep learning of architecture and urbanism, through research informed critical inquiry. (History and Theory of Architecture and Urbanism Module outline - 2022). The module outline introduces an extensive and relevant reading list and a list of lecture topics. Assessments were not included in the module outline.

c) There were three assessments, a group poster, a graphic mapping exercise, and a literature review. For 32 credits on individual assessment, the literature review, is too little. It did seem that the literature review went through several stages, but these are not clear in the evidence provided. The briefs are explanatory and includes a breakdown of marks but no marking rubrics. The standard of the work was very good. Referencing, which in undergraduate is a problem, was better here.

20.5 Architectural Research Project 32C (ARCH7RP)

a) The structure of the Architecture Research Project is designed to accommodate students who are working and want to study on a part-time basis. The Architecture Research Project challenges students to produce a mini dissertation at the end of the academic year. The research component which is complimented by the VB. At the ed of the year the students can either go and work or proceed to enrol for Masters the following year. The ALS is complimented for affording an opportunity to part-time students who want to study Honours. They are the only ALS in the country that enrols students who are working full-time to study Honours. The lectures are offered virtually to accommodate students who are far.

b) Submissions are also done online which is convenient for the students. The AB members were of the view that other ALS's can learn from UKZN because there is a need for ALSs to accommodate students who are working to further their studies especially on a postgraduate level, like Honours and Masters. Through this initiative, the ALS has proven to be forward-thinking using technology for lectures and assignment submissions. The Honours Lecturers complained that there are not enough Lecturers to lecture the Honours. They commented that they are short staffed and more lecturers are needed to assist them. This was confirmed by the students during interviews.

21. Review of courses: Master of Architecture

Ethical Practice 16C (ARCH8EP)

a) This is a new module offered by the ALS. The module aims to equip the students with the correct competencies to perform in the work environment. Formative assessments are done through essays/papers/posters and oral presentations; summative assessments are done through research term papers/poster presentations. The module is aligned with SACAP's code of conduct and professional ethics. The students felt that, because the course is so beneficial to them, it should be introduced at the undergraduate level and continue to be taught at the postgraduate level. There were no external examiners' and moderators' reports found in the portfolio of evidence.

Advanced Professional Practice 16C (ARCH8AP)

b) In the Masters the COURSE OUTLINE 2022 outlines the scope below:

i. Identifying different laws and regulations governing professional practice in the South African built environment context;

ii. Distinguishing between different professional practice scenarios and identify the appropriate professional laws / regulations that apply to such;
iii. Demonstrate an understanding of all the relevant laws and codes pertaining to professional practice;
iv. Formulate responsive solutions to problem scenarios.

c) However, the absence of other critical practical practice related matters had no focused attention in the BAS curriculum, this would create a void in the education of the student on Practice related matters and thus would not adequately prepare the graduate for entry to the workplace relating to this module. These include: contract documentation development (e.g., site and meeting minutes), relationships with other role players involved on a project, communication tools, project planning both in document development but also site management, Local authority aspects, requirements to setting up a practice.

d) In the review of the BAS, there needs to also be a review of the Master's curriculum to ensure there is depth as well as progression within the qualifications and modules, subjects, units vertically and horizontally. Professionals who are experts on specific subjects need to be invited to lecture within this module at all levels.

e) It was noted that the Work Integrated Learning (WIL) was absent from the BAS curriculum. This real-life practical exposure with its learning opportunity and experience is vital for a student and the ALS needs to incorporate this in their BAS curriculum. This aspect was highlighted as a shortcoming during the student interviews. The WIL, further stimulates relationships between the ALS, its students and the profession, opening doors for employment and mentoring opportunities. The ALS had indicated existence of strong relationships with the Department of Public Works & Infrastructure and specific private architectural practices. The ALS should also broaden this pool to a wider base of architectural practices in the private sector.

f) A review needs to be undertaken by SACAP within 24 months, from date of issue of final report, for evidence that this has been adequately implemented in the curriculum starting at first- year BAS continuing to the third - year, Honours, and Masters years.

Architectural Research Dissertation 48C (ARCH8RD) & Architectural Design Dissertation 80C (ARCH8DD)

a) The course outline started with the philosophy of learning which seems to build on the teaching philosophy of History and Theory of Architecture and Urbanism (ARCH702) (some

editing is required in the module outline as there is unnecessary repetition under the various sections). The two courses are closely aligned with some slight difference in outcomes.

b) The was no assessment briefs provided. The formative assessment that includes "Essays / Papers / Posters and Oral Presentations" are mentioned, but these were not set out in the programme. The final module marks are 100% based on the final summative assessment, which is the "integrated assessment of the architectural research dissertation and the design dissertation portfolio".

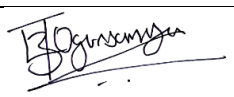
c) For Architectural Research Dissertation (ARCH8RD) the research process is very formal and structured. However, the research did not seem to allow for design or creative freedom.

d) The research documents did conclude with architectural recommendations (the last chapter of the research documents), which students then would be able apply in the design of their projects. To properly assess the integration of the two modules it is crucial to see the application of the proposed theoretical framework (the last chapter of the research documents) in the final design outcome. That was not possible with the evidence provided.

22. Conclusion

The AB members commends the ALS strategy in the driving curriculum and the quality of the three programmes. The staff demonstrated dedication and a strong will to support the initiatives of the academic leader for the ALS to realise its mission. There was an improvement in academic standards, including notable efforts, such as changes in staff and student demographics. The AB members wish the Academic Leader of the School and the ALS the very best in their pursuit of academic success.

UKZN is granted unconditional accreditation in terms of section 13 (b) of the Act.

UKZN-SOA Academic Director of the School: Dr Lawrence Ogunsanya	AB Chairperson: Mr Charles Nduku
Date: 04/12/2023	Date: 12/12/2023
Signature: 	Signature: 

22. Annexures

22.1 Annexure A: SACAP competencies

The competencies are aligned with the identification of work matrix. The matrix is based on the complexity of the project, and the sensitivity of the context and site.

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

22.2 Annexure B: Curriculum Overview

Bachelor of Architectural Studies (BAS)

Level 1						
1st Semester		Credits		**2nd Semester**		Credits
Architectural Design & Technology 1A	32		ARCH101	Architectural Design & Technology 1B	32	ARCH102
Theory of Architecture 1A	8		ARCH103	Theory of Architecture 1B	8	ARCH104
History of Architecture 1A	8		ARCH105	History of Architecture 1B	8	ARCH106
Building Science (Solar Geometry)	8		ARCH107	Building Science 1 (Solar Movement) (8)	8	ARCH108
Theory of Structures 1A	8		ARCH109	Theory of Structures 1B	8	ARCH110
128 credits						
Level 2						

Architectural Design & Technology 2A	32	ARCH201	Architectural Design & Technology 2B	32	ARCH202
Theory of Architecture 2A	8	ARCH203	Theory of Architecture 2B	8	ARCH204
History of Architecture 2A	8	ARCH205	History of Architecture 2B	8	ARCH206
Building Science (Electricity & Illumination)	8	ARCH207	Building Science (Heat in Buildings) (8)	8	ARCH208
Theory of Structures 2A	8	ARCH209	Theory of Structures 2B	8	ARCH210
128 credits					
Level 3					
Architectural Design & Technology 3A	32	ARCH301	Architectural Design & Technology	32	ARCH302
Theory of Architecture 3A	8	ARCH303	Theory of Architecture 3B	8	ARCH304
History of Architecture 3A	8	ARCH305	History of Architecture 3B	8	ARCH306
Building Science (Acoustics)	8	ARCH307	Building Science (Passive Solar Design	8	ARCH308
Theory of Structures 3A	8	ARCH309	Theory of Structures 3B	8	ARCH310
128 credits					

<u>Post graduate studies curriculum overview</u>

Bachelor of Architecture Honours Curriculum (144C)
Semester 1 ARCH701 Architectural Design and Urbanism 32C ARCH7RM Architectural Research Methods 16C
Semester 2 ARCH703 Advanced Architectural Technology 16C

Second Semester Elective choose one of: Environment and Development DEVS703 H1 Local Knowledge & Sustainable Development ANTH701 H1 P1
Year Modules ARCH702 History & Theory of Architecture and Urbanism 32C ARCH7RP Architectural Research Project 32C

Master of Architecture Curriculum (192C) **Semester 1** ARCH8EP Ethical Practice 16C ARCH8AP Advanced Professional Practice 16C **Semester 2** ARCH8PD Interdisciplinary Project Development 32C **Year modules** ARCH8RD Architectural Research Dissertation 48C ARCH8DD Architectural Design Dissertation 80C

22.3 Annexure C: Accreditation Board Schedule

Architecture UKZN Accreditation visit: Final Schedule

TIME	ACTIVTY
DAY 1	Monday 18th September
8:00 - 8:30	Introductions: • Accreditation Board (AB) Chairperson and Board members • The DVC of the College of Humanities and cross cutting Deans of: Research, Teaching and Learning, Heads of Professional services, and Quality Performance Assurance unit. • The Dean of the School of the Built Environment and Development Studies (SOBEDS) • Academic Leader and staff members of the Architecture Discipline (AD)

08:30 – 09:15	Presentation 1: The Dean of SOBEDS: Brief introduction and background of the school and its disciplines.
09:15 – 10:00	Presentation 2: Summative Self-appraisal by Academic Leader of the Architecture Discipline.
10:00 – 11:45	Presentation 3: Academic staff of the Architecture Discipline outlining the undergrad and postgrad academic programs.
11:45 – 12:00	Break
12:00 – 12:30	Private meeting with the academic leader of the Architecture Discipline
12:30 – 13:30	Lunch
13:30 – 14:30	AB Initial Inspection of the online documentation
14:30 – 15:30	Selected AB Members to visit Architecture Discipline and its facilities.
15:30 – 17:00	AB continues the Inspection of the online documentation
DAY 2	**Tuesday 19th September**
08:00 – 09:00	The AB reflects on evidence presented and discusses the format of interviews to follow.
09:00 – 10:00	The AB meets with alumni students
10:00 – 11:00	The AB meets with current students
11:00 – 11:15	Break
11:15 – 12:15	AB Meeting with External Examiners and Moderators
12:15 – 13:45	AB Meeting with Full and Part-Time Staff
13:45 – 14:00	Break
14:00 – 15:00	Meeting with the Dean of SOBEDS
15:30 – 15:45	Lunch.
15:45 – 17:00	AB to agree on general findings and report content. The AB drafts statement and outline report.
DAY 3	**Wednesday 20th September**
08: 00 – 11:30	The AB works on the verbal validation statement and draft written validation interim report.
11:30 – 12:30	The AB meets with DVC of college of Humanities and the Dean SOBEDS
12:30 – 13:30	The AB meets the Academic leader and staff members of the ALS

22.4 Annexure D: Accreditation Board members

For the SACAP Accreditation Board			
Name & Surname	Email	Cell phone Number	Role

Mr Charles Nduku	ndukun@nnarch.com	082 899 4526	AB member (Chairperson)
Ms Mathebe Aphane	Mathebe.aphane@gmail.comc	084 536 1177	AB member
Mr Kagiso Molebatsi	jkmolebatsi@gmail.com	072 207 7522	AB member
Ms Lula Scott	lulaw@iafrica.com	083 264 1056	AB member
Ms Nomagugu Manci	noma@nsmprojects.co.za	072 910 8844	AB member (Physical inspection)
Dr Hermie Delport	Hermie.delport@uct.ac.za	083 285 7253	AB member
Mr Mzwakhe Hlatshwayo	Mzwakhe.Hlatshwayo@sacapsa.com	066 262 2802	AB Secretary