

Cape Peninsula University of Technology Accreditation Visit Report



Report of the SACAP Accreditation Board to the Cape Peninsula University of Technology (CPUT)

The purpose of the accreditation visit is for Continued Accreditation.

24 – 26 April 2023

Final Report

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Lists of Acronyms

AB	Accreditation Board
ADAT	Diploma in Architectural Technology
ALS	Architecture Learning Site
CA	Canberra Accord
CASS	Continuous Assessment
Cr	Credit
CBE	Council for the Built Environment
CHE	Council on Higher Education
CPUT	Cape Peninsula University of Technology
DA	Diploma in Architectural Technology
DHET	Department of Higher Education and Training
DoA	Department of Architecture
NQF	National Qualifications Framework
PPE	Professional Practice Examination
PrArch	Professional Architect
RPL	Recognition of Prior Learning
SACAP	South African Council for the Architectural Profession
SER	Self-Evaluation Report

1. Executive Summary

1.1 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 with regard to architecture. Pursuant to this statutory mandate, On the 24 - 26 April 2023, the SACAP Council undertook a virtual accreditation visit to Cape Peninsula University of Technology (CPUT) to assess the following architectural programmes:

- a) Diploma in Architectural Technology;
- b) Advanced Diploma in Architectural Technology; and
- c) An extended Curriculum Programme (ECP).

1.2 The AB noted that, in 2010, a merger took place between the department of Interior Design and Architectural Technology to form an Architectural Technology and Interior Design (ATID). During the process some qualifications where replaced. The Diploma in Architectural Technology was replaced with the National Diploma in Architectural Technology and the Advanced Diploma in Architectural Technology was replaced with the Bachelor of Technology in Architectural Technology.

1.3 Following the merger, the department has made positive and notable strides in developing its pedagogy with good horizontal and vertical integration evident in both qualifications. The courses have been easily mapped and provide opportunities for students to grasp concepts. Moreover, the facilities have been re-designed to provide a conducive environment for teaching and learning with student residence located near the department.

1.4 The AB commended the transformation which has occurred at the ALS. The staff complement is diverse and possesses higher qualifications which enables them to teach effectively and hence winning awards for the faculty and at a personal level. In addition, the AB observed that, the support staff and lecturers are enthusiastic, dedicated and committed to ensuring continued learning even through periods of challenges. An informal strategy for skills transfer has been applied between staff members, including a rotation of year and programme coordinators, moving staff into varying years for learning and teaching activities, team teaching, integrated teaching and integrated assessments.

- 1.5 The AB commended the current student cohort for being enthusiastic. The students expressed satisfaction with the lecturers, facilities and experience. The third year Work Integrated Learning module, implementation of a “Simulated Office” in response to the loss of work opportunities during the Covid pandemic is applauded. This model continues where employment opportunities are absent ensuring continuous and relevant student learning. Moreover, Recognition of Prior Learning (RPL) opportunities are available in the Advanced Diploma.
- 1.6 From the accreditation visit of 2016, the AB raised concerns around the appointment of a Head of School, provision of infrastructure and programmes complying with SACAP competencies. The ALS has therefore appointed Mr Rayner Moodley in this position. The ALS has revised its content and outcomes to meet the minimum SACAP competencies. Regarding the provision of infrastructure, the ALS relocated into a new improved building. The AB commended the ALS in implementing the resolution of the previous AB.

Accreditation decision

- 1.7 The CPUT Campus satisfies the minimum accreditation standards for the programmes. The CPUT Campus is granted Unconditional Accreditation. The Department must submit a written report to SACAP within 24 months after receipt of this report addressing all the areas that require remedial action.
- 1.8 The Council reserves its rights to revoke its decision to grant unconditional accreditation if the Department fails to submit the report within the stipulated timeframe addressing all the below issues raised and within the modules that were reviewed.

2. Areas that require remedial action

Curriculum and Assessment

- 2.1 Additional evidence must be provided on the decolonisation of the curriculum across both qualifications;
- 2.2 There must be an Interim review by external moderators. Collaboration between industry practitioners and other ALS is a critical to support this requirement. It was noted that moderators must have 2 years’ minimum academic experience and be employees at an academic institution. In our view this will limit the available resources to fill these positions and will have an impact by excluding vital industry

input. Management must review the moderators' requirements for employment. There must be an Interim review by external moderators. Collaboration between industry practitioners and other ALS is critical to support this requirement. It was noted that moderators must be employed within a university and hold a master's degree. In our view, this will limit the available resources to fill these positions and will have an impact by excluding vital industry input. Management must review the moderators' requirements for employment.

Teaching Staff and External Moderators

- 2.3 The Profession of Architecture has been identified as a critical skill by DHET. The nature of training in architecture encourages one on one studio time between lecturer and student. The current staff - student ratio is not benchmarked with the Canberra Accord 1:15. The impact of this is the overload of work on the lecturers, limitation of one-on-one student/lecturer opportunity, student throughput will be lower and delayed student feedback on assessments. Management must ensure that the staff to student ratio is 1:15 to comply with the Canberra Accord standards.
- 2.4 There is an urgent need to prioritise the permanent appointments to fill vacancies.
- 2.5 The management should have mentorship programmes that foster staff development.

Facilities and Resources

- 2.6 The collaboration with international facilities is recognised, however the ALS must forge greater collaboration with the Global South. The collaboration with international facilities is recognised including the parallel studios that are South African based, however the ALS must forge greater collaboration with the Global South.
- 2.7 Facilities should permit 24-hours access to promote studio culture and peer learning. In addition, dedicated afterhours secure parking for students and staff must be considered.
- 2.8 The library and workshops must be incorporated in the new building. The universal accessibility needs to be addressed and there needs to be natural ventilation in the occupied spaces. Implementation of the security access control must be a priority. There must be canteen facilities and an in-house large-format printing within the building.
- 2.9 The procurement processes must be reviewed to enable effective and efficient procurement.

Student matters

- 2.10 Alternate funding models must be considered besides NSFAS for funding of disadvantaged students.
- 2.11 Management must re-evaluate current admission requirements for the Department of Architectural Technology and Interior Design. Management must re-evaluate current admission requirements for the Department of Architectural Technology and Interior Design. This includes the re-introduction of a portfolio as a means of entrance to the programs at under-graduate level.
- 2.12 The department must develop a strategy to enhance students' culture and life.

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 programmes regarding architecture. 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 enables graduates to register with SACAP as Candidate Architectural Draughtsperson (CAD), Candidate Architectural Technologists (CAT), Candidate Senior Architectural Technologists (CAST), Candidate Professional Architects.

4. Aim and Objective

- 4.1 The accreditation visit by SACAP is subject to sections 5 and 7 of the Higher Education Act, 1997. The aim and objective of 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 programmes are

internationally aligned to enable portability of architectural qualifications internationally. The accreditation visit was focused on the evaluation of Diploma in Architectural Technology, Advanced Diploma in Architectural Technology, and an extended Curriculum Programme (ECP).

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 the work of students, 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 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

The SACAP Accreditation Board consisted of Ms Lula Scott (AB Chairperson), Dr Viloshin Govender (AB member), Ms Mathebe Aphané (AB member), Ms Carin Smuts (AB member), Mrs Alethea-Duncan Brown (AB member), Miss Nelly Zuma (SACAP observer), Miss Meltonia Chiloane (CBE Observer) and Mr Rickey Moodley (SACAP secretariat).

7. CPUT Self-Appraisal Report (CPUT - DAID SER report)

- 7.1 CPUT envisions a student-focused learning environment that inspires creativity and critical thinking. Through cutting-edge research and knowledge generation, they aim to shape the future of design with smart and sustainable solutions that embrace the Fourth Industrial Revolution. Their commitment fosters a collaborative community that celebrates diversity and inclusivity, empowering their students to become industry leaders and positively impact the Built Environment.

7.2 The accreditation visit for the department was set for August 2021. However, unforeseeable events hindered the entire process. The first challenge was due to COVID-19 pandemic, which resulted in pervasive disruptions to daily life, including the university's academic schedule. The institution had to adapt quickly to new health and safety protocols, prioritising remote learning opportunities for its students. Consequently, the accreditation visit was postponed to the middle of 2022.

7.3 There were further delays due to the institutional audit and the fact that the academic department underwent significant restructuring. Relocation to a new building across campus necessitated coordination with various departments and stakeholders, such as facilities management, IT, and other support staff. The complex process added a layer of complication to the already challenging situation, as the department's physical location had to be fully operational and functional before the accreditation visit could occur.

7.4 In 2018, the Universities of Technologies in South Africa needed to change their qualification offerings and National Qualifications Framework (NQF) levels due to several reasons outlined by the Department of Higher Education and Training, Higher Education Qualifications Sub-Framework (HEQSF), and the South African Qualifications Authority (SAQA).

7.5 One of the main reasons for this change was to align the universities' qualifications with the changing needs of the South African economy and the job market. The DHET and SAQA identified that many of the qualifications offered by universities were not meeting the needs of the labour market, which was leading to a mismatch between the skills of graduates and the skills required by employers.

7.6 To address this, the DHET and SAQA introduced the new framework. Another reason for the change was to improve the international recognition of South African qualifications. The DHET and SAQA recognised that many South African qualifications needed to be more recognised internationally, as there were limited opportunities available to South African graduates who wished to work abroad.

8. Transformation & Recognition of Prior Learning

8.1 Transformation of the architectural profession is a key objective of SACAP. The ALS has a significant role to play in transforming the Architectural Profession in South Africa. Therefore, the transformation of the ALS forms part of the criteria considered when recommendations are made after an accreditation visit.

8.2 The following statistics were taken into consideration for the 2021/22 financial year:

- 8.2.1 Only 24.79% of SACAP Registered persons were female as compared to 51.1% of the population of South Africa;
- 8.2.2 Only 38% of SACAP Registered persons were black as compared to 91.6% of the population of South Africa;
- 8.2.3 Over the past three years, there has been a steady decline in the number of SACAP-registered females.

8.3 According to the CPUT Vision 2030 Institutional Transformation Framework, the university has guiding principles and key strategic drivers for implementing institutional transformation. The strategic plan affects staff and students in administration, governance, policies, procedures, curriculum, teaching, learning, research, innovation, and community engagement. It also includes digital transformation as a vehicle for mainstreaming a transformed environment within a human rights and social justice perspective.

8.4 The transformation policy aligns with the United Nations 'Leave No One Behind.' The concept of 'Leave No One Behind' has five critical pillars: Discrimination, Geography, Governance, Socio-economic status and Shock and Fragility.

9. Progress & Successes

Curriculum Change

9.1 Efforts to broaden the curriculum beyond Western and Eurocentric traditions towards a more inclusive and decolonised model of Architectural Education are noted and applauded. The department has given priority to the African-centred context relevant to the Global South.

Student Access, Retention and Success

9.2 The percentage of Black applicants as a proportion of all applicants admitted to the diploma programme has improved significantly. There has been growth in the proportion of Advanced Diploma students who are Black as a proportion of all students in the programme. There has been an increased number/percentage of women in both Diploma and Advanced Diploma programmes.

Equity and Redress

9.3 Various financial and academic support mechanisms are available to assist students who may be struggling, including various scholarships.

Recognition of Prior Learning

9.4 The department offers applicants without a Diploma in Architectural Technology with eight years of work experience in the field an opportunity to apply for the Advanced Diploma Programme via an RPL process. The applicants must provide their personal, academic, and work experience and a self-evaluation where they map their work experience against the subject outcomes of all the subjects.

10. CPUT - DIAD Facilities report

Location

- a) The building is located at 80 Roeland Street, District Six Campus, Cape Town (at the corner of Roeland Street and Brandweer Street). It is part of the Faculty of Informatics and Design. The Department utilises the whole 3-storey contemporary building.
- b) Learners access the building at the primary street entrance at the corner of Roeland and Brandweer Street since most of them are arriving on foot or by shuttle from the main District Six Campus, where there is access to campus parking. The secondary access is on Waterloo Street and is primarily for staff members.

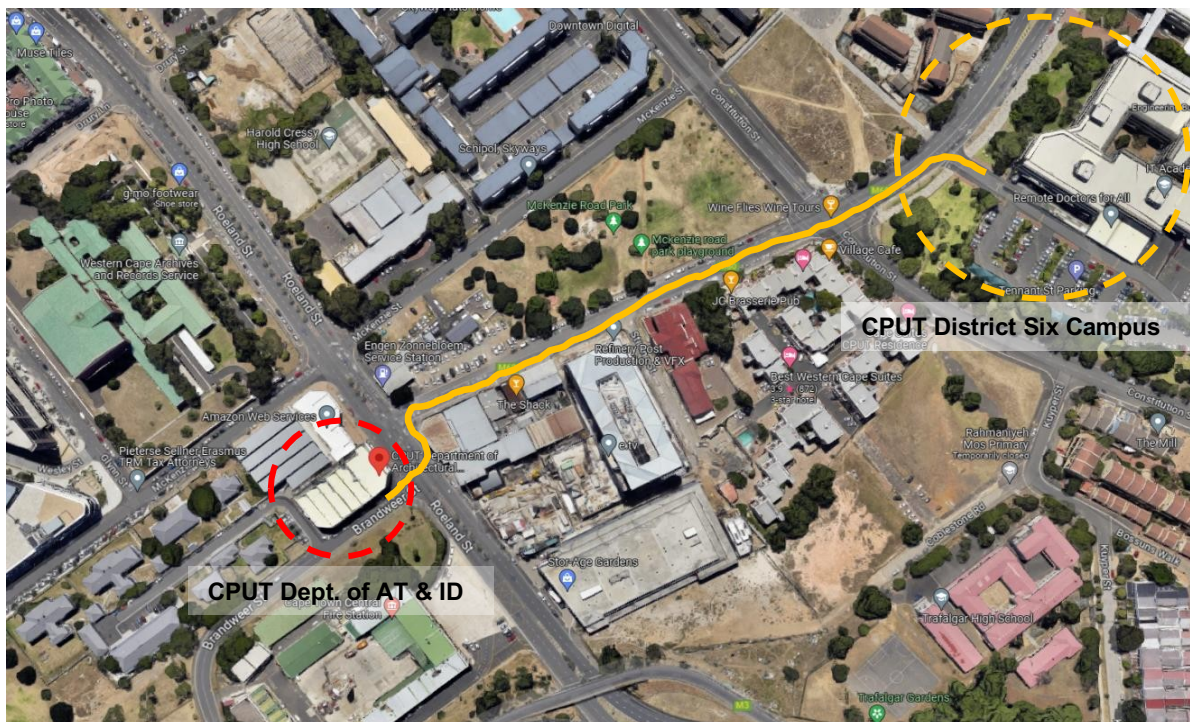


Photo 1: CPUT Aerial view

Transport

- c) The students who stay in residence utilise the CPUT shuttle service which runs hourly while others use private transport and park at District Six campus parking. There are five/six public parking bays at the rear of the building which are regularly used by the staff members. CPUT needs to negotiate with the City of Cape Town to allocate these parking bays to CPUT. The remainder park on the main campus and take the shuttle or park in front of the building. The allocated staff-parking bays are +/- R10 a month. Few students use taxis or Ubers to access the building itself.

Access to students and staff:

- d) The building is accessible seven days a week between 06h00 and 21h50. There is a sign at the student entrance foyer which alerts students to start packing up by 21h30 and vacate the campus by 21h45. The last shuttle to the District Six campus is 21h50. No Students are allowed on the campus after 21h50.

Identity

- e) The site is very prominent, but the building is rather insignificant. The urban position needs to be more developed and the main entrance made more prominent. Three façade elements (along Roeland St) need to be developed: the main entrance, the cafeteria-exhibition space and a street-edge refuse bin area in place of the dirty escape. These need to be designed as part of an urban intervention.

Security

- f) Currently, there are primarily three security personnel on the building premises. One is at the entrance on Roeland Street, students are met by the security staff member through an access door. There is a turnstile that will function as a smart card access control. The activation of this process will be rolled out by CPUT Campus Protection Services (CPS) and will be projected for activation within the next 6 months. The access control is managed by the security staff member who checks the student cards to confirm their registration in AT & ID.
- g) The second security staff member is near the staff entrance at Waterloo St. The third security staff member patrols the building. There is a short - term initiative to plan a ramp at the back of the building (Waterloo St) to access the upper ground level. One toilet will be converted to a universally accessible toilet.



Photo 2: Security reception at the Student Entrance off Roeland St

Overview of the Premises:

- h) The building was occupied in April 2022 and it already has a strong identity as the Department of Architectural Technology & Interior Design. The building's three floors are currently occupied as follows:

Lower Ground Floor:

- The main student entrance - off Roeland St., with turnstile and security desk and office.
- There are two staff offices.
- A sick room consisting of two beds.
- There is space for a future library (currently it is a multi-use space).
- There are three computer rooms/labs which is shared with other department and has a total of one-hundred and eleven computer stations.
- There are rooms for the cleaning and support staff, including storage a storage space.
- There is one workshop space which is intended to be functional by 2024.
- A multi-use gallery space for students and a lower space, facing Roeland St, intended to be a coffee shop.
- There are male and female student ablutions facilities.

- There is a cleaners ablution facility and shower.
- There are ablution facilities for the cafeteria-gallery space.
- There are two fire escapes on opposite corners to all the floors.

Upper Ground Floor:

- A secondary entrance for staff, off Waterloo Street, with a stairway upon entry.
- There is a secretary office & a caretaker's office.
- The first-year staffs shared offices for the academic and the administration staff.
- A combined Architectural Technology & Interior Design first-year studio.
- There is the Interior Design second and third - year studio.
- There is a seminar room with TV screens.
- There are male and female student ablutions facilities.
- A staff ablution facility and the staff kitchen.

First Floor:

- On the first floor there is the second-year and third-year studio.
- There is also a studio for their Extended Curriculum Programme.
- The remaining space consists of the shared staff offices (shared), the staff boardroom, male and female as well as staff ablutions. The staff tea room and a safe with a store room.

The Workshop (model building):

- i) Currently, the design and development of this space is yet to take place. In the coming weeks, CPUT will be hosting Umea University's workshop manager as part of a bilateral staff exchange. This visit will serve as a valuable opportunity for initial planning and design discussions. By leveraging the expertise and insights of our Umea counterpart, the department aims to lay the groundwork for an innovative and functional workshop space.
- j) Additionally, two members of the department will embark on a teaching and research exchange at Umea University. This exchange will provide them with further opportunities to engage in detailed discussions regarding the design and development of the workshop. By exchanging ideas and experiences with their Umea colleagues, the department will refine their plans and incorporate best practices into the workshop's design.

- k) In terms of funding, the department has allocated resources from the department's Capital Expenditure Budget to support the incremental design and development of the workshop. This approach allows for investment in the workshop's improvement year by year, ensuring that it will create a space that meets the evolving needs of the department and aligns with their long-term vision.
- l) The department plans to provide a laser cutter, model-building tables, shelves, compound mitre saw, drill press, table saw, router, welder, band saw, and 3D Printer, as well as three new office desks and chairs for staff in the workshop.

Work environments:

- m) The studio provided a positive work environment with good natural lighting and good views. The air quality was good with both natural and mechanical ventilation. The space allocations were aimed at prioritising student space. The ratio of studio space is larger compared to staff-office space. The studio spaces are large and multi-functional and they accommodate large groups of students for lectures, crits or general studio work. These spaces also have perimeter window openings affording natural light and views. The internal walls are covered with pinning boards for students to display their work on.
- n) It was noteworthy to mention the system with which the studios are run; the students are present in their specific studio space for their lectures. However, for general studio work, the learners are allowed to work in any studio across the years and disciplines. This provides opportunities for vertical studio or cross-disciplinary learning, support, and collaboration.

Equipment:

- o) The studio spaces are well equipped with well-designed teaching walls, projector screens and projectors. The students also have access to ample lockers and transparent steel cages to present their models and projects.
- p) In the case of load-shedding, the Department is on a generator plan which will be fully functional by the middle of 2024. In the meantime, there are three inverters / eco-flow units. A further three eco-flow units are in the process of being ordered and will allow each studio to run for 90-120 minutes during power outages due to load-shedding.

- q) There is currently only A3 printing available to the learners at the building. However, it is factored in to have an A1 printer/plotter in the future workshop. There is also a systematic transition towards big tv screens, to eventually replace the projector screens and projectors, which are usually expensive and becoming outdated. Learners will be able to connect their laptops much easier to the smart tv screens.

Library:

- r) The space allocated for the library/multi-media centre has yet to be occupied. This space is accessible from the main entrance reception and therefore sits as a core space of the building. The Department's current Library functions from the main District Six Campus and is scheduled to be moved to this new space on the building premises by the middle of 2023. There will be two full time staff members. This space is currently being utilised as a multi-use or break-away space for learners.

Lecturer workspaces:

- s) The ratio of the learner to lecturer space being in favour of the learners is achieved by most staff offices being shared, at times in accordance with academic staffs who teach a certain class or year together. These prove to be very positive spaces where staff members collaborate. In general, these office spaces are mostly on the perimeter with ample natural light and views of the city or Table Mountain. These spaces both have natural and mechanical ventilation.
- t) The staff offices are located on the same level as their corresponding studios making the link between staff and learners more accessible. There is a staff room/boardroom located on the top floor. This can be used by staff for private consultations with learners and parents.



Photo 3: Collaborative Shared Staff Offices

Student administration recruitment and support:

- u) This is not located at the building but at the District Six campus. However, the department has their Faculty Office Staff on campus weekly, especially during the registration period.



Photo 4: Multi-functional, well-equipped Studios / Lecture Rooms

Information Technology:

- v) The computer rooms are accessible on the lower ground. Of the three computer rooms, two are located on the perimeter and afforded with natural light and ventilation as well as mechanical ventilation. They each have twenty-four (24) computer stations, with one of these labs being a new rendering lab. The third computer lab in the core of the lower ground level has sixty-one (61) computers and is mechanically ventilated and lit. The air quality in this space would need to be controlled by the by lab manager.
- w) These computer rooms run on an open-access system for the students across the different disciplines and different years. However, when a room is needed for a specific class or lecture, the room is booked in advance with at least one room available for open access.
- x) The software – Microsoft and the Autodesk Student Package (AutoCAD, Revit, BIM etc.) are freely available to students for their laptops. The proposed rendering lab will either utilise Lumion or Inkscape software. Lumion would require additional graphics cards. Therefore, the department is pursuing the option of Inkscape as a rendering software that is more affordable and does not require a graphics card.

11. Accreditation Documents

- a) The evidence documents were timeously received and easily distributed to the AB members. The information in the files was organised efficiently, concise, and clearly presented in links with PDF files labelled accordingly.
- b) The self-assessment or evaluation report provided the strategic view of the ALS, a well-structured curriculum review, student assessment portfolios, and samples of moderation reports. Moreover, there was a presentation by the Head of School (HoS) to support the information provided in the digital files.

12. Report from the Head of Department: Mr Rayner Moodley

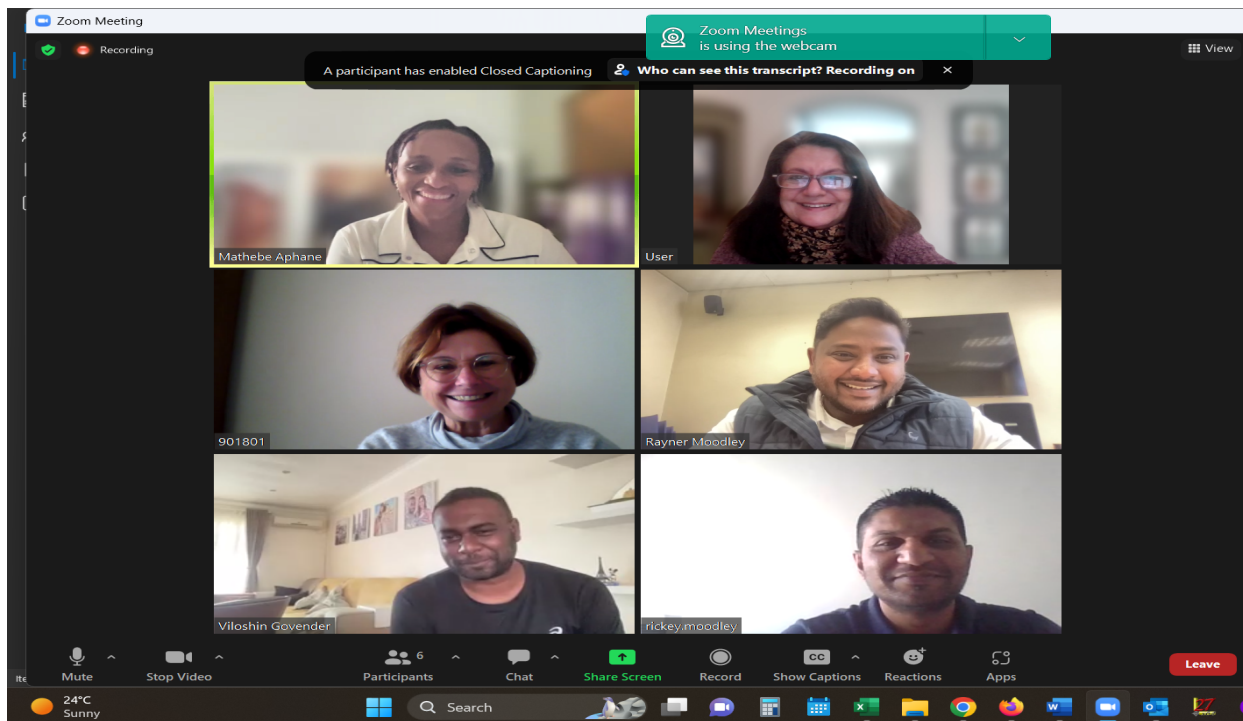


Photo 5: AB Interview with Mr Rayner Moodley (Head of Department)

- a) Mr Rayner Moodley's presentation covered two main aspects namely, the Transformative Agenda and "Going Somewhere Slowly." He first started by establishing a management team in order to provide strategic leadership into the department. He also designs equitable workload and KPA for staff members in order to aid performance. Moreover, to develop the staff, the HoS organised specialised accredited short courses and seminars.
- b) As the new HoS, he was tasked to develop a new vision for the ALS. The vision 20230 entails: One Smart CPUT - (a) which aligns to Sustainable Development Goals, (b) Media,

Information and Technology of Africa, (c) Future Ready Students, (d) Smart University and (e) Forefront of Design-Thinking. The AB acknowledges that since its previous visits, major restructuring has taken place by the ALS under the leadership of the HOD Rayner Moodley.

13. Interview between the AB and the Academic teaching staff

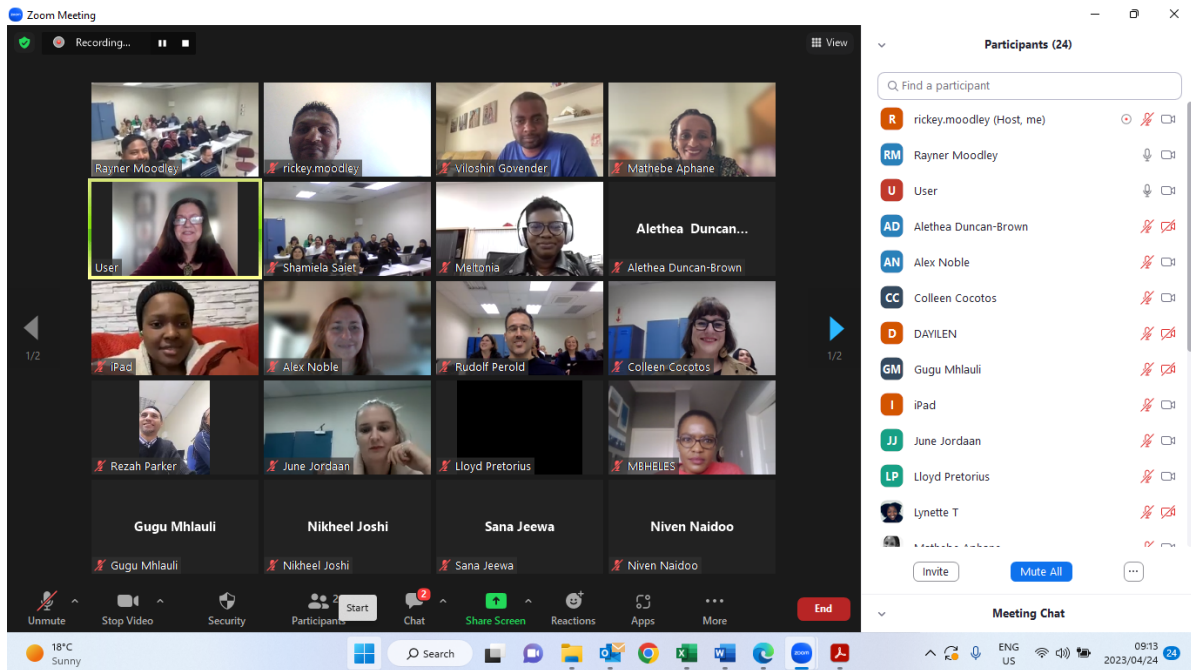


Photo 6: AB interviewing the academic teaching staff

- a) CPUT has appointed two new staff and currently has five vacancies. Four lecturers and one senior lecturer. Most teaching staff have Masters degrees in Architecture as a pre-requisite for teaching and learning. The increased workload poses a serious threat towards curriculum delivery, overload on lecturers, limitation of one-on-one student/lecturer opportunity, student throughput, delayed feedback on assessments and adequate student qualification. The latter with negative effect on the priority of transformation of the profession. The understaffing creates an imbalance in the student-lecturer ratio.

14. Interview between the AB and external moderators

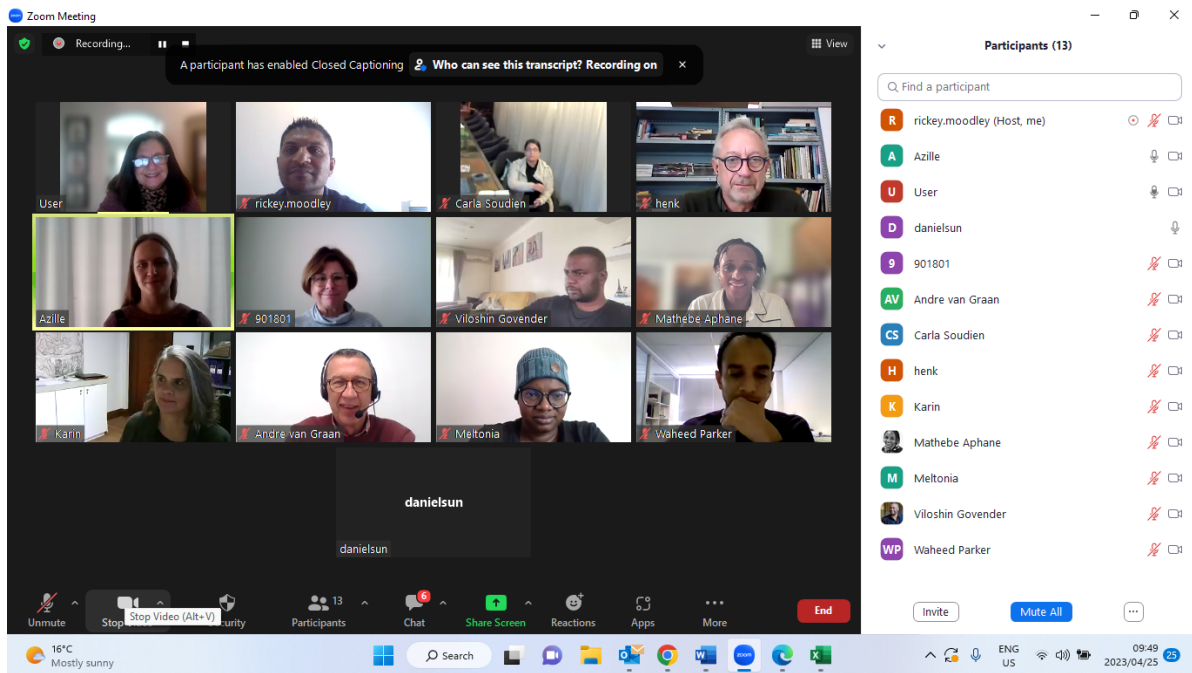


Photo 7: AB interview with External Moderators

- a) There must be interim reviews of the modules by the External moderators. Collaboration between industry practitioners and other ALSs' is important to support this. It was also noted that the ALS requires that moderators must have two- years minimum academic experience and generally be employees at an academic institution.

- b) CPUT must employ the services of moderators with subject expertise. All modules in the programme should be externally moderated as they are exit-level modules. The appointment of the moderators should be according to the CHE regulations, which recommends a three (3) year contract. Moderation should include all student portfolios and not a sample only. Collaboration with other ALS will support this objective.

15. Interview between the AB and Students:

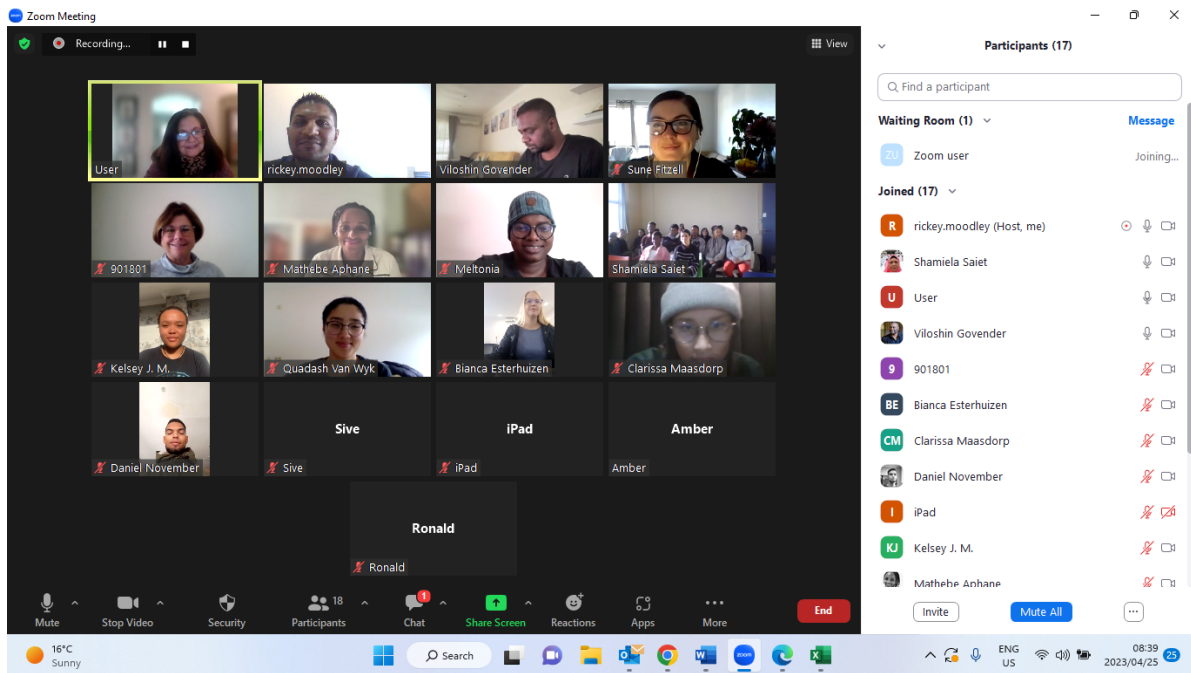


Photo 8: AB interviews students & student body

- a) Eighteen (18) students joined online and fifteen (15) were present at the campus for the interview with the AB. The students felt communication between students and the architectural department at CPUT was good and effective. The students acknowledged that moving to a new building required some adjustment, but overall, they felt that they were satisfied with the facilities and felt interlinked with other departments. Furthermore, they had outlined that there was a good support system in place for the first and second years amongst the students themselves.
- b) A student raised concerns about the studios' ventilation, the slow computers, and the delay in feedback on projects and marks. An in-house Canteen facility would be welcomed. There was also an appeal for assignments to be submitted electronically, rather than as hardcopies, for cost and resource saving; however, recognising that hardcopies are necessary at final portfolio stage. The "simulated office" program was welcomed and applauded for Work Integrated Learning when employment was unavailable.

16. Review of Courses

**Extended Curriculum Programme (ECP) & Diploma in Architectural Technology
Architectural Design (ECP)-AHD 150s**

- a) The ECP programme was founded in 2012 and restructured in 2018 and includes students registered for the Architectural Diploma (AD) and Interior Design (ID). This is a foundational programme to build skills and scaffolding knowledge over the year related

to time management, work ethic and the scope of architecture. The course Architectural Design 1A is studio based with a focus on anthropometrics about space and place both experientially in the physical and sensory sense. The purpose of the subject is to develop the skills required to put together a basic Sketch Design Proposal.

- b) In rectifying the criticism of the previous report, the ECP course has been restructured and simplified, with theory courses now embedded in the Design and Literacy courses. The consensus from external examiners and moderators' is that the courses are well managed and that the information provided to the students is clear and conducive to productivity and creativity in the learning environment.

Architectural Design 1&2&3 – AHD 150s

- c) The course Architectural Design is taught over three (3) years of study and is scaffolded to introduce greater levels of complexity. Architectural Design 1A is a combined programme for Architectural Technology (AT) and Interior Design (ID) students. It is a foundational programme to build skills and foundational knowledge to prepare the learners for their second year in either Architectural Technology (AT) or Interior Design (ID). It is studio based, and embedded in the curriculum are History and Theory courses; this allows for horizontal integration.
- d) Architectural Design 2A sees the vertical progression into the second year to further understand the architectural design process. This course aims to equip students with fundamental skills and knowledge. Architectural Design 3 tests the knowledge of the principles and terminology applicable to architectural design in an urban or natural context. The course aims to assist graduates to meet and surpass the minimum competencies required for an Architectural Technologist as prescribed by SACAP.
- e) The Architectural Diploma (AD) Programme was restructured following the last accreditation visit. The Architectural Design Course has been restructured and simplified with theory courses now embedded in the Design and Literacy courses. This is problematic as it is still euro-centric and needs to be aligned with decolonisation theories. The Department must attend to this matter and submit a written report to SACAP within 24 months after receipt of this report.

Architectural Technology ECP – AHT 150s

- f) Architectural Technology (AHT150X) introduces students to the common basic materials and their properties. The subject further introduces the uses of the material in elementary construction regarding their appropriateness sustainably, structurally, climatically, aesthetically, and economically. Technical resolutions of Design projects are undertaken in this subject.

- g) The course is structured for student preparedness in the working environment. Its focus is on construction drawings and submission to the local authority. The course construction elements and materials are at a basic level for this foundation phase. Books such as Neufert (architect's data) and Andre Grobellar (building graphic standards) should be provided in notes or online access.

Architectural Technology 1&2&3 – AHT 150s

- h) Architectural Technology (AHT150X), introduces students to the common basic materials and their properties. The subject further introduces the uses of materials in elementary construction regarding their appropriateness and sustainability, structurally, climatically, aesthetically, and economically. technical resolutions of Design projects are undertaken in this subject.

- i) Architectural technology 1 aims to provide an experiential introduction to the principles of construction methods and materials, components, junctions, and buildings' basic structural and mechanical principles. Projects apply and investigate technological principles and precedents. This is achieved by a good introduction to structural components and methods of building practices, as highlighted by core notes. There is a well-structured introduction to vernacular building methods with a good axonometric drawing techniques that are used.

Architectural Technology 2

- j) The course aims to expand the students' vocabulary of construction technology systems, applications and innovations in the context of design and the practical requirements of the workplace. The second-year introduces culture and technology and good drawing standard practices.

Architectural Technology 3

- k) This module is an introduction to South African National Standards 10400, this is needed for work preparedness. The services and multi store- designs are also introduced in this module.

Architectural Literacy ECP- AHL 150s

- l) Architectural Literacy is a module that focuses on improving basic drawing skills and computer applications to compile and present work. The aim of the Academic Literacy is to improve the student's communication skills (reading, writing, referencing and oral presentation skills) so that the student will achieve a higher (tertiary) level of communication required for academic and professional environments. The Numeracy component is a newer course in basic numeracy skills. It also introduces the students to mathematical computations to be applied in the practical subjects and to improve the student's critical thinking and analysing problems using mathematical methods and concepts.

Architectural Literacy 1&2&3 - AHL 150s

- m) The overarching focus of this course across the three (3) years of study is the acquisition of communication skills which are both broad and discipline-specific. The syllabus is based on Visual Literacy, Digital Literacy and Academic Literacy.
- n) **Architectural Literacy 1:** Focuses on Experiential learning and elemental communication. Specific in a variety of formats; Visual - various drawing types and conventions, rendering, model making; Digital - skills, tools Academic literacy- reading, writing, verbal.
- o) **Architectural Literacy 2:** Focuses on knowledge building for the conceptual and practical communication of information which includes interactions in professional and social, and/or community settings
- p) **Architectural Literacy 3:** Focuses on the application of these skills' computer software including web browsers and communication programmes, word processing, spreadsheets, architectural drawing programmes (Revit and Sketch up), and graphic and image editing programmes (Photoshop). The subject is spread over one semester, over four projects.

Environmental Design ECP- EMD 150x

- q) The Environmental Design module is adequately credit distributed. In this module, the students are sensitised to the importance of orientation and basic passive design, the social impact of space and place and how this impacts the physiology and psychology of users within the built environment. The module engages the students with the local context. It exposes the students to current topical debates on the sustainability of our environment, for example, the people, place, climate, and materiality. The moderators are satisfied with the standard of the projects and assessments of the module.

Environmental Design 1&2&3 -EMD 150s,260s,360s

- r) **Environmental Design 1-150s:** The Environmental Design module is adequately credit distributed. In this module, the students are introduced to basic concepts to develop a sense of accountability regarding built environment's impact on society. No evidence of external assessment/moderation was found in the portfolio of evidence.
- s) **Environmental Design 2-260s:** The studio introduces the students to various engaging with architectural concerns, which are designed to make students understand basic design and environmental principles of the built environment. That includes understanding of integrated systems, natural and urban systems, resource management etc.
- t) **Environmental Design 3-360s:** The aim of this module is for student awareness of the environmental relationship between architecture and the physical environment. The module achieves its goals and objectives. For students who cannot find placement in the industry, the ALS has introduced a simulated office studio as part of the curriculum. This is where all students are expected to build an integrated approach to iterative design processes.

Architectural Practice AHP150X -ECP

- u) In Architectural Practice 1A, Academic Literacy and Numeracy components are included, which improve the student's reading, writing, verbal communications—and numeracy skills. The ECP aims to build on the students' skills and knowledge and to foster a work ethic. The basic principles of documentation, legislation and statutory bodies encountered in practice are introduced. Successful completion of the ECP program is a strong foundation to enter the mainstream.

Architectural Practice AHP 150s, AHP260s, AHP360s

- v) The 2018 Report indicated the introduction of architectural business and practice to the profession, how it is organised, professional ethics. The functions are only introduced in the third year and students cannot contextualise studies to understand or envisage what future careers in the profession will entail. The 2023 AB found that this has since been introduced from the first-year level in the new curriculum structure thus giving greater context and relevance. This will prepare the students on how to deal with challenges found in the architectural professional's practice as well as the expectations of the industry. It will give the students knowledge of professional conduct, professional duties, production requirements, project team member relationships and general office administration skills are incorporated.

- w) The impact of 2020 Covid restrictions and loss of workplace opportunities limited testing students' readiness in the industry. However, the ALS applied a contingency plan to implement a 'simulated office' which guided students to work through various concurrent real-life projects, including competitions, graphic communications and working with NGO's. The ALS is applauded for this progressive solution which can serve future generations of students where there may be limited work opportunities available at the time.

Advanced Diploma in Architectural Technology:

Architectural Design 4-AHD 471s

- x) The Advanced Diploma programmes are the only Architecture and Interior Design programmes specifically designed for blended and remote offerings in Africa. Through the part-time and work-based design, graduates can 'learn while they earn' and gain the required practice experience during their studies to access the Professional Practice Exam (PPE) on graduation.

- y) A Diploma in Architectural Technology and Advanced Diploma in Interior Design are offered parallel to each other, combining the joint theory subjects and having separate studio modules. The programme needs include more local examples for the urban design projects.

Architectural Technology 4-AHT 150s

- z) Architectural Technology 4 stimulates the exploration of architectural technology

challenges through rigorous and critical research and analysis. It facilitates the formulation of creative and responsive technological solutions, and the presentation of clear and comprehensive construction documentation and specification, in accordance with both personal and provided design concepts of buildings of various complexities and stories. This is achieved by a well-structured introduction to structural components and methods of building practices, as highlighted by the core notes.

Architectural Literacy 4- AHL 150s

aa) The focus is on stimulated intellectual, reflective and analytical skills to formulate coherent architectural arguments and to develop design methodologies to solve architectural challenges. The subject comprises of two (2) main knowledge areas, namely discourse and research. The new Advanced Diploma: Architectural Technology was introduced in 2018. It is now aligned with the competencies for both SACAP and DHET.

Environmental Design 4 -EMD 470s

bb) The module focuses on identifying, analyzing and critically evaluating the social, economic and environmental informants and the impact of architectural decisions. The external moderator was impressed with the course content. The examiner enjoyed the introduction of landscape and urban design components into the module. The ecological systems need to be more direct and the ALS needs to explore ways to shape spatial systems.

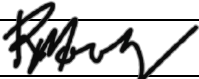
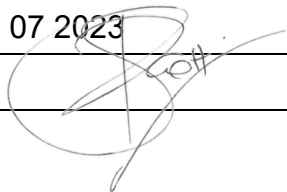
Architectural Practice 4- AHP470s

cc) Within the Advanced Diploma in Architectural Technology curriculum, Environmental Design 4 is a theory-based subject. A review of the course material and positioning within the overall qualification has been undertaken.

17. Conclusion

The AB is satisfied that the quality of the three programmes meet the standards required. We commend the dedication of the academic teaching staff and the leadership of the ALS. Academic standards, including notable efforts have been observed in dealing with

the issue of transformation amongst student and staff. The AB wishes the Head of School and the ALS the very best in this pursuit of academic success.

CPUT Head of Department: Mr Rayner Moodley	SACAP AB Chairperson: Ms Lula Scott
Date: 19 July 2023	Date: 19 07 2023
Signature: 	Signature: 

18. Annexures

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		

Annexure B: Curriculum Overview

	Diploma in Architectural Technology (Extended Curriculum Year)	
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Subject Description	Subject Code	NQF Level	Block Code	HEMIS Credit	CESM Category	SAQA Credit
Architectural Design 1A	AHD150X	5	0	0.219	20101	35

Architectural Technology 1A	AHT150X	5	0	0.188	20801	30
Architectural Literacy 1A	AHL150X	5	0	0.187	20801	30
Architectural Practice 1A	AHP150X	5	0	0.093	20801	10
Environmental Design 1A	EMD150X	5	0	0.063	20801	15
						120

Diploma in Architectural Technology (mainstream)

Subject Description	Subject Code	NQF Level	Block Code	HEMIS Credit	CESM Category	SAQA Credit
Architectural Design 1	AHD150S	5	0	0.292	20101	35
Architectural Technology 1	AHT150S	5	0	0.25	20801	30
Architectural Literacy 1	AHL150S	5	0	0.25	20801	30
Architectural Practice 1	AHP150S	5	0	0.084	20801	10
Environmental Design 1	EMD150S	5	0	0.124	20801	15
				1		120
Architectural Design 2	AHD260S	6	0	0.192	20101	25
Architectural Technology 2	AHT260S	6	0	0.269	20801	35
Architectural Literacy 2	AHL260S	6	0	0.192	20801	25
Architectural Practice 2	AHP260S	6	0	0.231	20101	30
Environmental Design 2	EMD260S	6	0	0.116	20801	15
				1		130
Architectural Design 3	AHD360S	6	0	0.24	20101	30
Architectural Technology 3	AHT370S	7	0	0.24	20801	30
Architectural Literacy 3	AHL360S	6	0	0.056	20801	7

Architectural Practice 3	AHP360S	6	0	0.4	20101	50
Environmental Design 3	EMD360S	6	0	0.064	20801	8
						125
Advanced Diploma in Architectural Technology						
Subject Description	Subject Code	NQF Level	Block Code	HEMIS Credit	CESM Category	SAQA Credit
Architectural Design 4	AHD471S	7	0	0.292	20101	35
Architectural Technology 4	AH470S	7	0	0.292	20801	35
Architectural Literacy 4	AHL470S	7	0	0.082	20801	10
Architectural Practice 4	AHP470S	7	0	0.167	20101	20
Environmental Design 4	EMD470S	7	0	0.167	20801	20

Annexure C: Validation Board Schedule

24-26 April 2023

Cape Peninsula University of Technology: Department of Architectural Technology and Interior Design			
SACAP Validation Program: Day 1 – 24 April 2023			
<i>Time</i>	<i>Activity</i>	<i>Person/s Involved</i>	<i>Venue</i>
08h00 - 08h15	Log-on online	AB	online - zoom link
	Arrive	Local ABM and Departmental Staff	Design Studio (Upper Ground Floor: Room No 1.23)
08h15 - 08h45	Meet and Greet	Accreditation Board (AB)	online - zoom link
	Introduction by Validation Board Chairperson of Board members and by Head of ALS of staff members	Local ABM and Departmental Staff	Design Studio (Upper Ground Floor: Room No 1.23)
08h45 - 09h15	Discussion with the University Quality Assurance Department (QMD)	Accreditation Board (AB)	online - zoom link
		Local ABM, QMD Staff & Departmental Staff	Design Studio (Upper Ground Floor: Room No 1.23)
		Director: Quality	online - zoom link

		Assurance	
09h15 - 10h15	HoS	AB	online - zoom link
	Meeting and presentation	Local VBM	Design Studio
		HoS	(Upper Ground Floor: Room No 1.23)
10h15 - 10h45	Academic Programme Overview	AB	online - zoom link
		Local ABM, HoD, Departmental Academic Staff	Design Studio (Upper Ground Floor: Room No 1.23)
		Faculty L&T Coordinator	
10h45 - 11h00	tea break	local ABM and Departmental Staff	Design Studio II (Upper Ground Floor: Room No 1.23)
		AB Board	Remote
11h00 - 12h30	Departmental Facilities Inspection	AB Board	Remote
		Local AB Board member	All Departmental Facilities
		HoD and Departmental Staff	
12h30 - 13h30	Lunch	AB Board	Remote
		local AB member & Departmental Staff	Design Studio II (Upper Ground Floor: Room No 1.23)
13h30 - 14h00	Overview on how to access the orevidence repository.	AB	online - zoom link
		HoD and Local ABM	online - zoom link
14h00 - 16h30	Accreditation Board divide their timeto review the evidence provided	AB	online - zoom link
		Departmental Staff to beavailable to assist, if needed	Design Studio II (Upper Ground Floor: Room No 1.23)
16h30 - 17h00	Accreditation Board (AB) reflection and review session	AB	online - zoom link
17h00 - 17:30	Exhibition Studio: Brussels - Cape Town'Kanala - Buurt Maken'	AB	online - zoom link
		Local ABM & Departmental Staff	Exhibition Space (Upper Ground Floor)
	<i>Notes: Accreditation Board (AB), Local Accreditation Board Member (Local ABM)</i>		
Cape Peninsula University of Technology: Department of Architectural Technology and Interior Design			
SACAP Validation Program: Day 2 - 25 April 2023			
<i>Time</i>	<i>Activity</i>	<i>Person/s Involved</i>	<i>Venue</i>
08h00 - 08h30	Reflection and Interview format discussion	AB	online - zoom link
08h30 - 09h30	Student Meeting: Current Students & Alumni	AB	online - zoom link
		Current Students & Alumni	Online - Central Location Available

09h30 - 10h30	Meeting: External Moderators	AB External Moderators	online - zoom link
10h30 - 10h45	Break	AB	Remote
10h45 - 11h45	Meeting: Departmental Staff	AB All Departmental Staff	online - zoom link
11h45 - 12h45	Meeting: Head of ALS	AB Local ABM and HoD	online - zoom link Design Studio II (Upper Ground Floor: Room No 1.23)
12h45 - 13h30	Lunch	AB	remote
13h30 - 14h30	Meeting: Faculty Dean	AB	online - zoom link
14h30 - 17h00	Visiting Board to work on general findings and report content	AB	online - zoom link
Cape Peninsula University of Technology: Department of Architectural Technology and Interior Design			
SACAP Validation Program: Day 3 – 26 April 2023			
<i>Time</i>	<i>Activity</i>	<i>Person/s Involved</i>	<i>Venue</i>
08h00 - 08h30	Reflection Session	AB	online - zoom link
08h30 - 11h30	AB work toward a statement and draft report and agree on general findings. Prepare for meeting with the Faculty Dean and Head of ALS	AB	online - zoom link
11h30 - 11h45	Tea break	AB	online - zoom link
11h45 - 12h30	Feedback Session: Faculty Dean & Head of ALS	AB	online - zoom link
		Faculty Dean & Head of ALS	
12h30 - 13h00	Feedback and Closing: Head of ALS, staff and interested learners	AB HoD, Departmental Staff, QMD and Interested learners	online - zoom link Design Studio II (Upper Ground Floor: Room No 1.23)

Annexure D: Validation Board Members

Name & Surname	Email	Cell phone Number
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Dr Viloshin Govender	GovenderV3@ukzn.ac.za	(081) 773 2777
Ntombomzi N. Zuma	nellyzuma@gmail.com	(064) 181 0949
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