

University of Johannesburg Department of Architecture Accreditation Report



Report of the SACAP Accreditation Board to the University of Johannesburg Department of Architecture (DoA)

The purpose of the accreditation visit is for Continued Accreditation.

8 – 10 May 2023

Final Report



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Lists of Acronyms

AB	Accreditation Board
Adv.Dip.Arch	Advanced Diploma in Architecture
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
Dip.Arch	Diploma in Architecture
DHET	Department of Higher Education and Training
DoA	Department of Architecture
FADA	Faculty of Art, Design, and Architecture
NQF	National Qualifications Framework
UJ	University of Johannesburg
PPE	Professional Practice Examination
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 regarding architecture. In pursuance of the above-mentioned statutory mandate, on the 8 – 10 May 2023, the SACAP Accreditation Board undertook an accreditation visit to the University of Johannesburg, Department of Architecture (DoA) FADA building to assess the following qualifications:

- a) Diploma in Architecture;
- b) Advanced Diploma in Architecture; and
- c) Bachelor of Architecture.

1.2 The Accreditation Board acknowledged the transformation that has taken place at the DoA. The DoA has employed black female staff members as lectures and the composition of the students is mainly black students. Moreover, the DoA curriculum has infused with African content in it, students' site visits are organised at South African Heritage sites such as Maropeng Sterkfontein caves - a site that is rich in African History. This has ensured a transformation teaching and learning agenda and balancing the injustice of the past.

1.3 After scrutinising the facilities at the DoA, the AB commended the Department for its effort in addressing the issues raised in the 2018 accreditation visit report. The 2018 accreditation report stated that the DoA needed to improve its resources and facilities. In response to this, a FABLAB was built and resourced with the equipment that students require for model building, such as a 3D printers and laser cutters. The FABLAB is used as an additional studio space to enable students to perform better during crits. More so, students can print material at a cheaper price.

1.4 The AB commended the dedication of both full - time and part - time lectures. The lecturers are well qualified with a minimum qualification of a Master's degree. Most full - time lecturers are assigned responsibilities to coordinate the courses and ensure that all functions are efficient. The part - time lecturers are guided through a mentorship programme which is an initiation by the HoS to ensure that teaching and learning remains effective.

- 1.5 The 2018 accreditation visit raised concerns about the staff and student ratio. The DoA appointed two (2) permanent lecturers and one (1) assistant lecturer, the three staff members resigned before their contract ended. The resignations created a vacuum and a perception that no permanent appointments have been made. The HoS confirmed these resignations and highlighted the sudden departure of staff as a concern. The AB advised the Dean of the Faculty to improve the human resources recruitment processes. The Council further resolved that 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.
- 1.6 Based on the interview of the AB with the HoS, the issue of 24-hour access to the FADA building is still a challenge, students do have access to the FADA Building studios and computer rooms between 08h15 and 22h00 on weekdays. Students can access these spaces on weekends between 08h15 and 18h00. Students indicated that the common study venues provided on the main campus are unsafe after hours and that the 24-hour computer lab systems could not support architectural software. The Dean needs to attend further to this issue and ensure that strict security measurements are put in place to afford the students to work on campus in a safe environment. The Council further resolved that 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.
- 1.7 Following the previous accreditation visit of 2018, the issue of community service learning was raised. The DOA has established two (2) community engagement projects. These projects created a collaboration between FADA and the community of Westbury in which public art was displayed. There has also been greater support within the community and funding is available for the next three (3) years.
- 1.8 The Council is satisfied with the outcomes of the assessment of the Department of Architecture. The UJ-DoA satisfies the minimum accreditation standards for the programmes. The UJ-DoA North Campus is granted Unconditional Accreditation.

Accreditation decision

1.9 The Council is satisfied with the outcomes of the assessment of the Department of Architecture. The UJ-DoA satisfies the minimum accreditation standards for the programmes. The UJ-DoA is granted Unconditional Accreditation. The Council reserves its rights to revoke its decision to grant unconditional accreditation if the Department fails to submit the report within the stipulated time frame addressing all the issues raised in the modules and the below items.

Notwithstanding unconditional accreditation, the following issues must be addressed and a written report must be submitted to SACAP within 24 months after receipt of this report.

a) Transformation

- The faculty, whilst busy updating the Institutional Transformation Plan, should include the standards required from the Department of Higher Education & Training (DHET). This will enable the ALS to fast-track, head hunt and appoint skilled and qualified Architectural academics, especially women.
- The Profession of Architecture has been identified as a critical skill by DHET. The nature of training in architecture encourages a one-on-one studio time between the lecturer and the student. The DoA staff and student ratio needs to be a ratio of 1:15. This has affected the workload of lecturers; it has limitations of a one-on-one student/lecturer opportunity and has impacted student throughput and delayed feedback on assessments. Therefore, management must develop a strategy to ensure that the ratio is 1: 15 in line with the Canberra Accord. The Council further resolved that 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.

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b) Curriculum and Assessment

- The AB resolved that the DoA needs to recognise the difference between the curriculum outcomes and NQF level inherent between the Diploma and the Degree programme and re-design the programme and allocate resources to each of the different programmes.

c) Teaching and Learning

- The AB resolved that the faculty must prioritise more detailed projects in the programmes to ensure students improve their foundation skills such as presentation, drawing, detailing and communication.

d) Teaching staff and External moderators

- The increased workload for staff members needs to be a priority for the DoA. Filling of permanent vacancies must be the first priority. Furthermore, the faculty must improve the Human Resources strategy to allow for better conditions of service, contractual obligations, and appointment of equitable staff and student ratio.
- The Council further resolved that 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.

e) Facilities & Resources

- The Fabrication Laboratory which is referred to as the FABLAB is an essential asset to the DoA. The faculty should continue investing in resources to run the Fabrication Laboratory and upgrade the equipment.
- The AB resolves that the separation of the GSA from the DoA does not support students' vertical learning. The separation has dire effects on the funding and allocation of support and academic staff. Therefore, merging the GSA and DoA to address these concerns must be considered.

2. Introduction

2.1 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 with regard to 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.

2.2 The accredited qualification enables graduates to register with SACAP as a Candidate Architectural Draughtsperson (CAD), a Candidate Architectural Technologists (CAT), Candidate Senior Architectural Technologists (CSAT) and a Candidate Architects (CANT). Two to three years of internship training is required including passing the Professional Practice Examination to enable candidates to register with SACAP as Architectural Professionals in the appropriate categories.

3. Aim and Objective

3.1 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. 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 Architecture, Bachelor of Architecture & Advanced Diploma in Architecture.

4. SACAP Criteria for Evaluation

4.1 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.

4.2 When the AB reviews the work of students, the lowest qualifying standards for graduation are of great concern. The ALS must respond to accreditation criteria which focuses on the ALS's ability to deliver quality architectural qualifications that meet the standards. 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.

5. Members of the Accreditation Board

5.1 The SACAP Accreditation Board consisted of Ms Lula Scott (AB Chairperson), Mr Eugene Barnard (AB member), Ms Mathebe Aphane (AB member), Mr Merry Luzolo (AB member), Mrs Magdalena Cloete (AB member), Miss Meltonia Chiloane (CBE Observer) and Mr Mzwakhe Hlatshwayo (SACAP Secretariat).

6. UJ – DoA Department Report (SER)

6.1 In 2005, a restructuring in the form of a merger, took place at the Department of Architecture. The merger entails three institutions (two Universities and a Technikon), viz: Vista University, Rand Afrikaans Universiteit and Wits Technikon. The fusion of these institutions was to correct the education imbalances of the past. Following from the merger, a vision was formulated with the following qualifications: Diploma in Architecture, Advanced Diploma in Architecture and Bachelor of Architecture being offered to date.

6.2 In 2018, the Department was accredited for the above qualifications in Architecture, although some qualifications were phased out in 2019. The Department was granted Unconditional Accreditation. However, there were some areas which needed attention. These areas include, amongst others, (a) an equitable staff which adheres to transformation, (b) community service learning, (c) 24-hours access to security, (d) students staff ratio and (e) Resources and Facilities.

6.3 In response to the previous visit findings of 2018, the HoS created a succession plan strategy. In the plan, the Department developed a mentorship programme to assist young black female Masters students to enter the academic space as lectures. In this programme, aligned to the Skills Development Act of 1999, young females are employed as assistant lecturers to teach the first year's students. This mutualistic relationship assists with balancing staff - student ratio whilst assisting lecturers to gain exposure (practical teaching experience) in the lecturing or teaching space.

6.4 The University developed a policy to manage the Transformation Agenda. In their policy, the points below can be observed. The Institutional Transformation Plan (ITP) 2016 - 2021 has seven significant themes guiding the transformation benchmarks:

6.4.1 Institutional culture – Creating an institutional culture that is transforming, Pan-African, diverse, caring and values-laden;

- 6.4.2 Employment equity – An employment strategy that ensures the representation of the country’s population groups and people with disabilities;
- 6.4.3 Staffing and Leadership profile – A talent management strategy ensuring the University has the right people with the right skills in the right jobs at the right time;
- 6.4.4 Governance and Management – Systems, procedures, and structures – efficiency and effectiveness in terms of people, processes, systems, and technology;
- 6.4.5 Teaching, learning and knowledge production – Decolonisation, curriculum reform and mode of delivery;
- 6.4.6 Relationship with students – Improving services to students, effective communication with students, and addressing students' hunger;
- 6.4.7 Financial sustainability – Securing the financial sustainability of UJ.

6.5 Over and above this, community service learning is ascribed to the institutional culture. Site visits are carried out in Heritage areas such as the Sterkfontein Caves. These areas contain deep-rooted History of South Africa, and students benefit immensely. The University or the Department continuously improving on the findings of the previous accreditation visit. However, the issue of 24-hour access to the studios must be addressed.

6.6 The Department has created a well-structured curriculum which responds to industry needs. UJ developed a curriculum strategy that infuses the fourth Industrial Revolution skills (4IR) and a socially linguistic curriculum. This benefits the students as they can design structures that are relevant to the current needs. Most houses for instance, incorporate solar systems as load shedding continues to create problems within the country. The UJ students are being equipped with necessary skills to solve the energy crisis. The Department has done its best to create a niche vision mission with achievable activities in the action plan to achieve these goals.

7. UJ-DoA Facilities Report.

- a) The inspection at the FADA Building (Faculty of Art, Design, and Architecture), Bunting Road Campus Johannesburg was carried out by Mr Eugene Barnard on Thursday 4 May 2023.



Photo 1: Entrance to the FADA Faculty

- b) The building is located close to the entrance of the Bunting Road Campus of the University of Johannesburg, towards the north-west, and bounded by the School of Tourism and Hospitality and the campus' Student Centre. There is a large gathering space and an open parking area on the south side of the building.

- c) The building has a basement (parking for lecturers), three functional floors built around a large, spacious foyer and a rooftop which contains mechanical equipment. The studios, workshops and offices are generally glazed towards both the atrium and the perimeter, resulting in light, pleasant spaces. An art gallery on two levels, an auditorium, and large lecture halls have been placed on the south-eastern side of the atrium. The building is a relatively new addition to the campus.

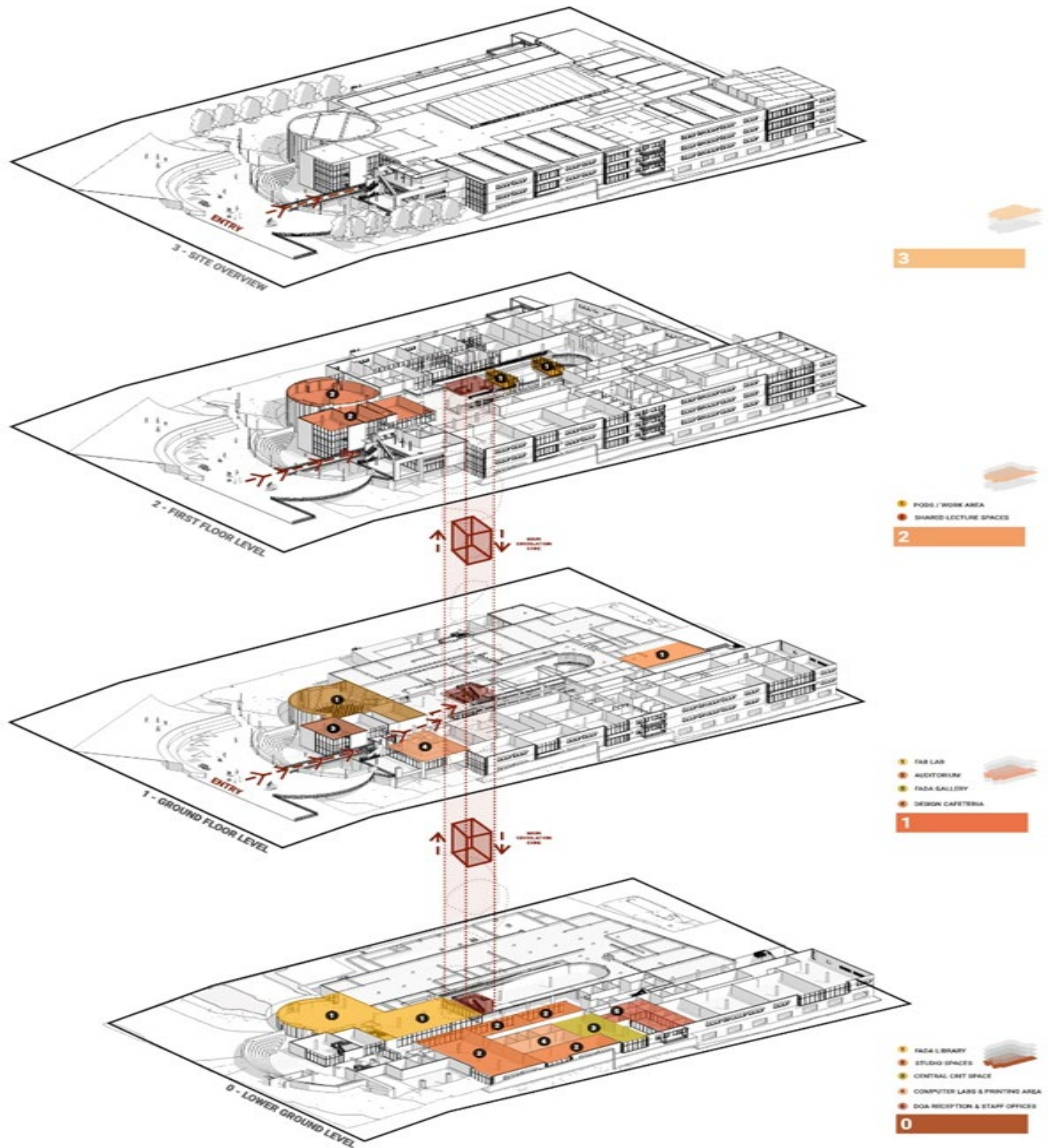


Photo 2: Diagram supplied by the Department of Architecture depicting the Architectural Spaces



Photo 3: Department of Architecture on the Lower Ground Floor

d) The building is occupied by multiple departments that together form the Faculty of Art, Design, and Architecture. The various sub-facilities open out onto a covered internal space. The departments include:

- Architecture;
- Interior Design;
- Industrial Design;
- Visual Art;
- Graphic Art;
- Jewellery Design;
- Fashion Design;
- Multi Media and Film

The proximity of the various departments results in a creative environment in which students are given a broad view of the associated academic streams.

e) A manned security desk at the main entrance to the building ensures a well-controlled, secure environment.

f) The building is accessible along a horizontal ramp from the parking area. In the building, all levels are linked by ramps and elevators. There are Universal Access (UA) toilet facilities. There is a UA toilet adjacent to the Department of Architecture.

g) The following facilities are shared by all departments on a roster system:

- A 200-seater raked auditorium;

- An art gallery on two levels. The faculty periodically exhibits student work in the facility;
- Three large lecture halls above the auditorium;
- A large and extremely well-stocked library (an addition to the main campus library a block away). The library closes at 22:00 during the week. The architectural department alone has a substantial annual budget to acquire new books and subscriptions;
- Two discussion pods are suspended in the atrium;
- Cafeteria and outdoor seating area;
- Cloakrooms;
- Wi-Fi is available to all students in the building and ~~on~~ in the outdoor area in front of the building



Photo 4: Library, broad walkway, Cafeteria

h) The Department is situated on the lower ground floor. The facilities are clustered together and include the following:

- Studios: A large studio houses the First years (both diploma and degree students), Second- and Third-year diploma students, and Second- and Third-year degree students. Presently the Advanced Diploma students share studios with the Second/Third-year diploma students, but vacant space is available for the advanced diploma students. The department is yet to furnish the space;
- Offices: The relocation of the Graduate School of Architecture has created the much-needed additional space for offices;
- Plotting room with associated store. The Department has two A0 plotters;
- Fabrication Laboratory (FABLAB) shared with the Department of Industrial Design. The large, well-equipped FABLAB includes:
 - A 3D laser printing area;
 - Laser cutters;
 - Gaming computer used for VR (in exploratory stage);
 - Large HD workshop with a large assortment of woodwork and metalwork equipment;

- An outside casting yards



Photo 5: FabLab (Fabrication Laboratory)

- The Computer Laboratory has forty-five (45) computers and will soon to be increased to sixty-five (65). The commonly used architectural software - Revit, Autodesk, and Rhinoceros (Rhino3D), is available for use by the students. The additional computers will be accommodated in the section vacated by the postgraduate students.



Photo 6: Computer Laboratory and two studios

- The computer laboratory and faculty library close at 22h00 on weekdays and at 15h00 on Saturdays.
 - Sample Library: The Department does have a Sample Library. There need to be a more accessible library with a visual display of building components which will benefit the students.
- i) In addition to FADA, the following campus facilities are available to the architectural students:
- The Main Campus Library;
 - The Main Campus Student Study Hall (which is accessible 24/7);
 - The Main Campus Computer Laboratory (which is accessible 24/7) – the laboratory is equipped with standard computers which are not capable of running architectural software.



Photo 7: Main Campus Library, Campus Study Hall and Computer Centre; Auditorium

- The cluster of complimentary creative departments in one building has a positive impact on teaching and students;
- The Architectural Department is well resourced;
- The faculty is applauded for making space available for the Advanced Diploma students. This space must be furnished and equipped as a matter of urgency.
- A more visual and accessible sample library with displays of a large variety of building components and materials will greatly increase the students' understanding of how buildings are put together. More emphasis needs to be placed on encouraging the students to see, feel, and touch. Viewing the materials and components online does not adequately equip the students to understand the pieces of the building puzzle.

8. Accreditation Documents

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

8.2 The self-assessment or evaluation report provided a 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 to support the information provided in the digital files.

9. Report from the Head of School: Dr Finzi Saidi

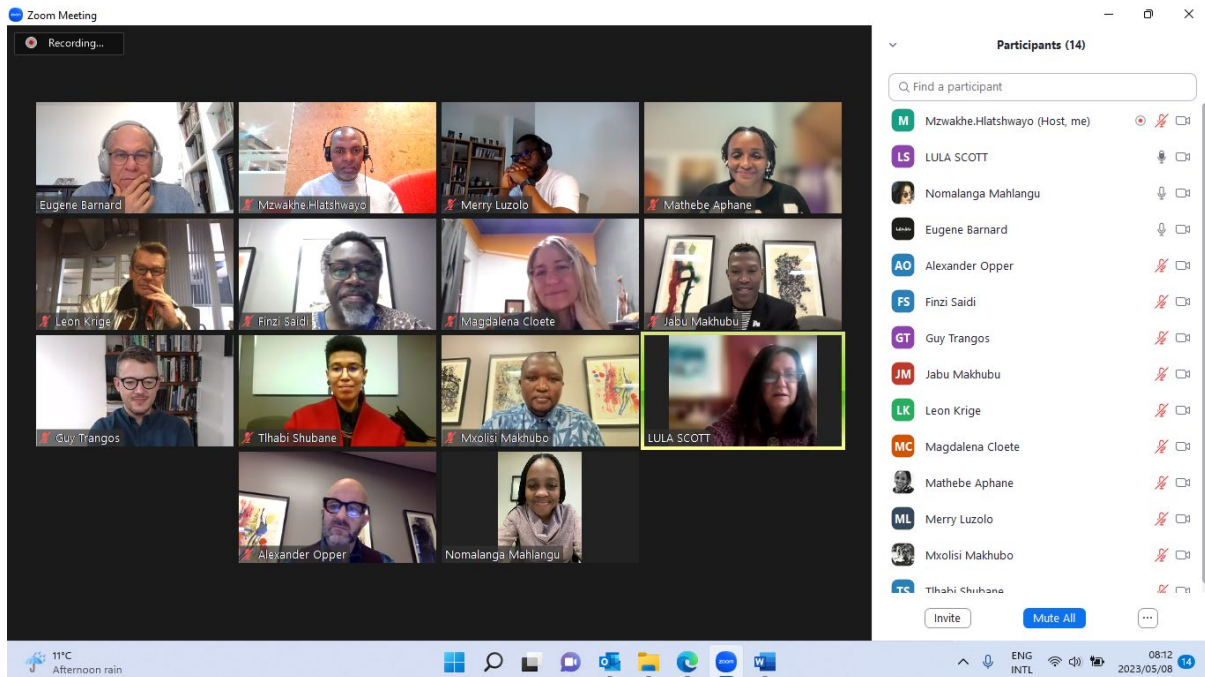


Photo 8: AB members meeting with management

9.1 Dr Finzi presented his diverse teaching staff which consists of experienced and less experienced assistant lecturers. However, the AB observed the domination of males within the teaching staff and resolved that a balance of gender to improve diversity is required. Furthermore, Dr Finzi outlined a clear vision of the Department which advocates a progressive design and school-led school of architecture which explores the contextually making and an appropriate driven-context. The vision is achieved through the teaching approach which is contextualised.

9.2 Following from the vision, the Departments philosophical approach is of a constructivist view. In this method, students are encouraged to learn through interaction with the environment. Hence the student site-visits which are arranged at heritage sites such as the rural landscapes of Cradle of Humankind. Moreover, the infusion of the Fourth Industrial Revolution (4IR) into teaching enables students to conceptualise concepts. The AB commended the HoS for his dedication but indicated that the HoS needs to create a strategy for succession planning.

10. The interview / meeting between the AB and students.

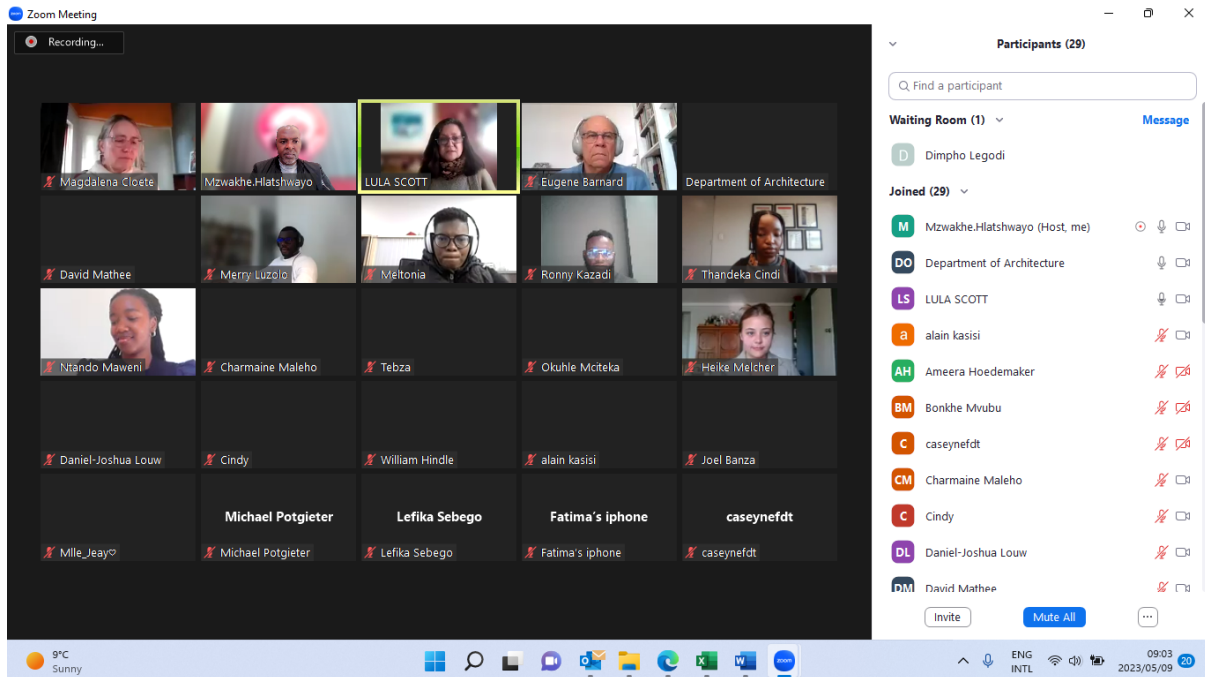


Photo 9: The AB's meeting with the FADA students

10.1 The student attendance in the interview session was excellent and all accredited programmes were strongly represented by the students. Students believed that the University of Johannesburg is an effective institution and the environment for learning is conducive. The communication between the lecturer and student is efficient and lecturers encourages students to think “outside the box”. This implies that assessment tasks: projects, assignments and examinations provide a room for critical thinking and application of knowledge. This was highly commended by the AB.

10.2 However, students were concerned about the library hours. They wanted the library to be accessible 24 hours a day to enable historically disadvantaged students to do complex projects and practice the skill of Revit. Moreover, the shortage of library staff deprives students of the opportunity to enquire about recommended or prescribed architectural books. Over and above this, the management should strengthen security measures to ensure that students are safe when studying at night. These matters need to be addressed and a strategy must be created to remedy the situation. The Council further resolved that 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.

11. The AB meeting with External Moderators.

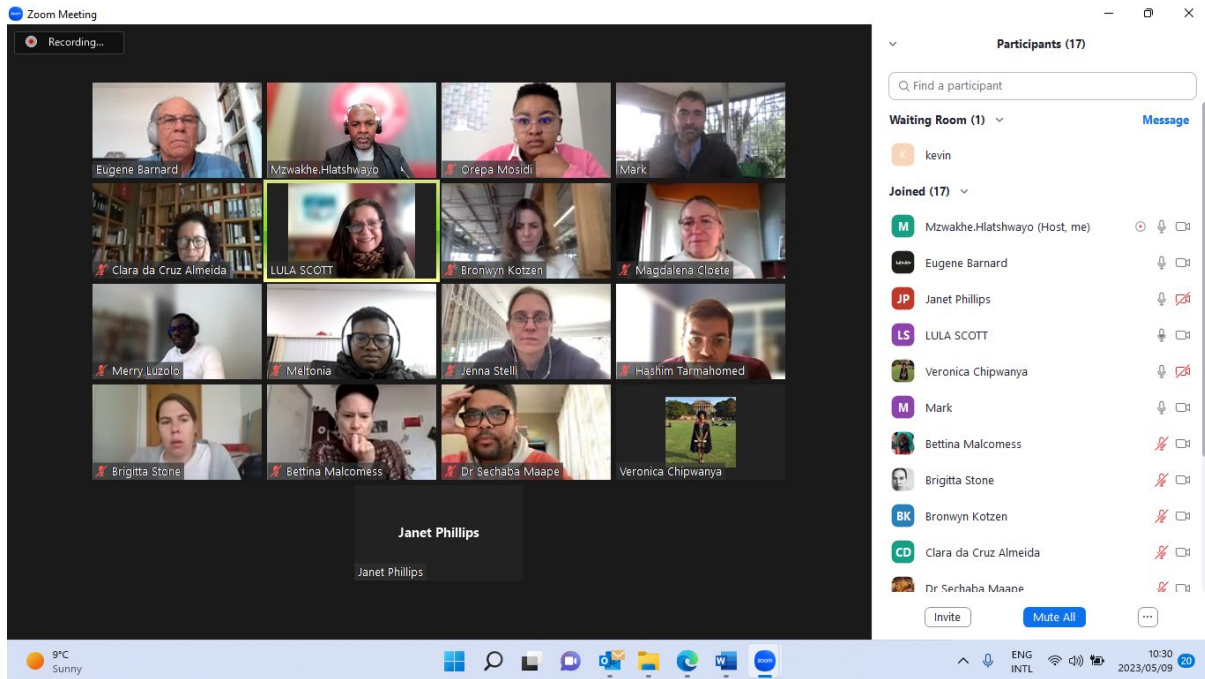


Photo 10: AB meeting with External Moderators

11.1 The External Moderators and Examiners were mostly females, diverse, knowledgeable and experienced within their modules. The Department has been offering most External Moderators and Examiners a three-year commitment into the moderation task. However, they expressed concerns pertaining to job security. In addition, they raised concern about not being provided with moderation tools that are adaptable to add comments after moderation. The AB noted the diversity but raised a concern of the need to appoint black females. Furthermore, management needs to develop a clear HR policy to ensure sound appointments which will benefit the students at large.

11.2 The Department must revise their moderation tools to enable comments which will add value. The collaboration between the lectures and moderators proves to be solid. Lectures prepare packs which contains design briefs, rubrics, and specifications of what is expected. This has assisted lot in effective moderation. The AB commends these initiatives.

11.3 External Moderators should be subject matter experts in the module. The appointment of the moderators should be according to the CHE regulations which recommend a three (3) year contact.

12. The AB interviewing the academic teaching staff:

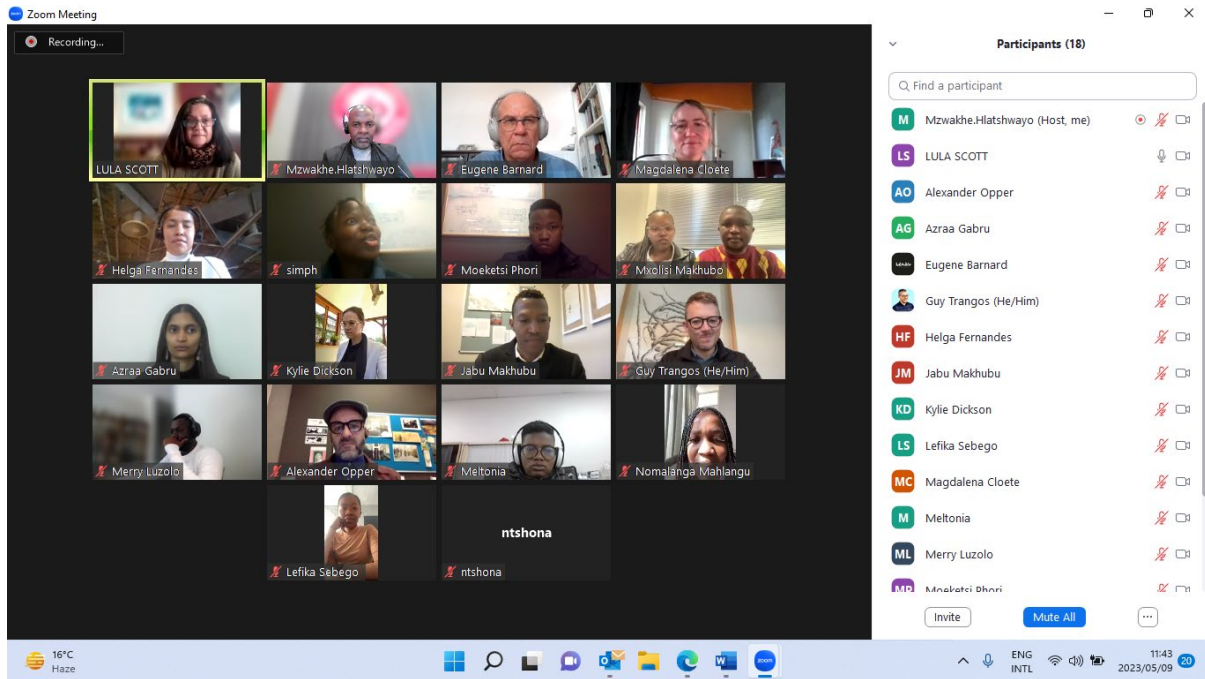


Photo 11: AB interview with academic teaching staff

12.1 The teaching staff was diverse, well experienced, and qualified to teach their modules. The AB appreciates the diversity and the appointment of females as coordinators of the programmes.

12.2 The part-time lectures were concerned about instability regarding their appointments. The instability creates uncertainty which has led to some taking more responsibility outside academia. Hence the lack of succession planning, progression, and handover processes. Furthermore, part-time staff are keen to join the academia on a full-time basis if given an opportunity. Therefore, the Human Resources department must facilitate a process of appointing part-time staff with an intention to create permanent contracts.

13. Review of the courses:

YEAR 1 (Diploma in Architecture)

Architectural design 1

13.1 A generic study guide is used which is not enough to explain the complexity of Architectural design. It was difficult to understand how the various design projects build up over time. The modules are also offered within the BAS design 1 class. This raises concern regarding credit level which determines the notional hours and the outcomes. The BAS module has more notional hours and different outcomes, yet both teams follow the same projects. The thematic focus of the module - Bodies in Space,

provides a relevant starting position but is limiting. The reading list is limited. The two portfolios at the lowest pass were at a low level, this is a concern about the standard required to pass the module. The architectural, technical, and structural understanding shown in these portfolios was very limited.

Architectural technology and detailing 1

13.2 The assessment sets out to produce working drawings, but there is little evidence of the actual working drawings produced. Most of the work shown seems to revolve around a technical workshop around cement. For a module with the highest credit rating, the body of work produced at the end is not enough. Many students seem to not be grasping the fundamentals of drawing conventions, construction knowledge and detailing. There is a high success rate of 90% but the average pass rate is in the high 50% and low 60%.

History and Theory of Architecture 1

13.3 The teaching and learning methods are adequate. There was evidence of appropriate progression until the exit year. For the 1st year there were only exam marks provided. There was no difference between the assignment/briefs and expected outcomes for the Diploma and the Bachelor. The study guide said that there was a minimum of three (3) tests and/or assignments to be given each academic year. However, there was no evidence of this.

13.4 Although there is an external assessment/moderation process, the documentation provided to the AB was without an external moderator's reports (for 1st and 2nd years), the AB was unsure if there were external moderations for this module. The staff are enthusiastic and keep the module updated and relevant. The staff members are struggling to cope with the marking and administration of the modules due to the high number of permanent staff/students' ratio.

Interdisciplinary Design and Presentation 1

13.5 The module is not geared towards making the students ready for work but rather is exposing them to various means of composition, as well as collaboration with various design fields. Although the AB commends the creative nature of assessments, it is important to not focus too much on questions that may seem premature. The module touches on the topic of sustainability, there is a risk that most of it is purely theoretical and does not follow through in the project that comes later in the curriculum. The quality of the work is high; however, the level of the brief seems to be of a higher

standard than what is expected at this level. Being a sustainable module, the focus should be given more on the critical engagement with sustainable design principles.

Computers in Architecture 1

13.6 The module is an introduction to and application of software used in an Architecture Practice, it offers studio opportunities which provide software and student licences for students with their own laptops. There is free Wi-Fi available on campus. The external examiners review of the process is insufficient, applying a tick box response with no commentary or recommendations is not sufficient. The students indicated that the system was slow, and they were affected by loadshedding even though backup facilities do exist. The access to computers is not always available due to the fact that these are shared with other departments in the faculty. The limited hours of access to computer labs impacts students who do not have facilities at home to complete projects and/or practice their skills.

Communication in Architecture 1A

13.7 The lecturer for this module has retired and the post remains vacant. The faculty indicated that the HR processes are underway. This lack of forward planning is a risk to the ALS with detrimental impact to its student body. Even though the module does overlap other modules, the void in teaching and communication will negatively impact students in their deliverables in those other subjects. This will also present greater challenges to those students who are not strong in English.

13.8 It was understood that lecturers in the other modules assist to advance these communication skills within their own subject matter. While we applaud the other lecturers with this initiative and efforts, this adds extra workload to these lecturers. However, the technical nature of this module requires expert input, and a suitable appointment must be expedited.

13.9 There was an absence of crucial evidence and documentation such as moderator and external examiner reports, marking rubrics, evaluation forms, student assessment and projects. The AB was not able to verify application of the strategy, understanding and progress. The explanation offered for the absence of these materials was that “due to the part-time lecturer and the year coordinator having both resigned, the DOA had struggled to locate the information”. This will lead to a risk for the ALS on loss of institutional memory and record. A central online repository for all records is required to store information and backup and archives all information. There is a policy and procedure review underway for a handover process to fill in the gaps when lecturers

take over a module. The ownership of material, storage and archiving of material and streamlining of HR processes is needed.

Architectural Practice 1B

13.10 This module in the first year (diploma course) is an introductory and patently aimed at introducing the students to basic terminology and documentation. It prepares them for the in-service training module in their second year. The four (4) assignments cover CPD offerings in the profession, documentation that deals with the architectural services, documentation required for municipal submissions and the project milestones. Teaching is done by way of research assignments and lectures. The content covers aspects of the SACAP competencies for Candidate Architectural Technologists. The moderator reported favourably on the course. The average mark was 55%.

YEAR 2 (Diploma in Architecture)

Architectural design 2

13.11 The study guide provides clarity of what the year intends to achieve and how the theory and history modules inform the architectural design process for a research methodology. The reading list is rather limited and should be expanded. It was unclear how the four (4) projects shown in the outline were examined over a timeframe or if the students continue with the module during their in-service training. The students had indicated that the workload of being placed in an architectural office whilst still completing modules was very challenging. Some students stated that the expectation of the year was too high. There was a concern that the diploma students were being compared to the BAS students which had caused them unnecessary stress. The external examiner's report raised a concern that many students did not grasp the core ideas and expected outcomes of design and how to communicate their ideas. The Department needs to ensure that these gaps in the module are addressed.

Architectural technology and detailing 2

13.12 The assessment set out was a focus on a series of mini projects around medium-raised frame structures. Overall, it seemed to be a big advancement in the work volume-wise from what was done in the first year. Students seem to still struggle with some of the basics such as representation. The class average was 43% which was concerning and the Department must ensure that there is a streamlined progression from the first to the second year and that students are well prepared in presentation skills.

History and Theory of Architecture 2

13.13 The teaching and learning methods are adequate. There is evidence of appropriate progression until the exit year. There was only one exam mark provided for the first year and a true reflection of the students' average pass could not be determined. There was no difference between the assignment or briefs nor the expected outcomes for the Diploma or the Bachelor. The study guide said that there was a minimum of three (3) tests or assignments to be completed for the academic year. The study guide for the second year was clear and marks had been allocated.

13.14 Although there was an external assessment/moderation process, the documentation provided to the AB was without an external moderator's reports (for first and second year), it was not clear if there was an external moderation for those modules. The staff were enthusiastic and they keep the module updated and relevant. The staff members have been struggling to cope with the marking and administration of the modules due to the high number of permanent staff to students' ratio.

Interdisciplinary Design and Presentation 2A

13.15 The subject was not necessarily geared towards readying the students for work but rather exposing them to various means of composition, as well as collaboration with various design fields. Although the AB commends the creative nature of assessments, it is important to not focus too much on questions that are premature. Although the subject touches upon the topic of sustainability, there is a risk that most of it is purely theoretical and does not necessarily follow through in the project that comes later in the curriculum. The quality of the work was high but the level of the brief seemed to be of a higher standard than what should be expected at this level. Being a sustainable module, focus should be given more to the critical engagement with sustainable design principles.

Computers in Architecture 2A

13.16 This module is an introduction to application of software that is used in architectural practice. It offers an in-studio opportunity with provided software and student licences for students with their own laptops. Free Wi-Fi is available on campus. The external examiners review process is insufficient and only applies a tick box response, with no commentary or recommendations. Students noted that the systems are slow, and they are also affected by loadshedding even though backup facilities do exist. Access to computers is not always available as they are shared with other departments in the faculty. There are limited hours of access opportunities to

computer labs and this has impacted students who do not have facilities at home to complete projects and/or practice their skills.

Sustainable Design 2B

13.17 The subject touches on the topic of sustainability, there is a risk that most of it is purely theoretical and does not follow through in the project that came later in the curriculum. The quality of the work was high but the level of the brief seemed to be of a higher standard than what is expected at this level. Being a sustainable module - focus should be given more on the critical engagement with sustainable design principles. The students would benefit from a simplified version of this module both in scale and complexity. Focus should rather be given to the engagement with first principles of sustainable design instead of a simple regurgitation of charts and formulas production. Students need to be given the skills to ensure that they improve their analytical drawings.

Work integrated learning 2

13.18 This module is achieved by working in an architectural practice or in the ALS developed “WIL Virtual Office” when employment opportunities are not available but the ALS does try to assist the students to seek employment. Students are expected to submit weekly reports on the prescribed template for their activities during that week with a brief account of their activities noting the problems they experienced. The record of activities completed by the students is valuable but comparing high and low submissions, there was a clear distinction of the type of opportunities that had been offered to the students.

13.19 The mentors’ assessment sheet was limited in scope as a tick box method is used. There needs to be a more detailed review and reporting process to enable the ALS to determine areas of weakness or strengths. This will enable the student to receive constructive review and enable improvement and growth to ensure consistency. There needs to be a greater priority given to the WIL modules and addressing the staff shortages - WIL is a critical aspect of a student’s experiential learning.

13.20 This subject is limited to the DIPLOMA IN ARCHITECTURE and not in the BACHELOR OF ARCHITECTURE. It was understood that there was a proposal to move the WIL modules to postgraduate and that the undergraduate programme will be implemented in the next phase of the programme reviews.

YEAR 3 (Diploma in Architecture)

Architectural design

13.21 Semester One follows a unit system (elective) to combine with the BAS students.

The module outline states that the focus was in accordance with the SACAP requirements to complete a double-storey building of low complexity. However, the design project comes across as having high complexity to combine several different uses within a complex urban environment. There was no evidence of student feedback found in the folders provided by the ALS. The standard of work was high and the integration with technology, structures, and environmental design was evident. It was, however, that in the year 2022, seven (7) from eighteen (18) students failed the module.

Architectural technology and detailing 3

13.22 The assessment seems to combine a different aspect of the practice. It goes from design to local authority and construction documentation. This level of complexity could be better spread out across the three (3) years of study so that students get used to applying these concepts on a continuous basis. It appeared that the amount of work produced is too much - the outcome leans more towards volume than detailed resolution. Effort needs to be made in reducing the size of the project to encourage students to develop more details instead of re-hashing standard outcomes. More time should be spent towards teaching building regulations and local authority expectations. Similarly, this could be an opportunity to teach technical integrations which would bring about collaboration with other disciplines (engineering, etc). Although there is a 65% pass rate, the average class mark is in the high 50% to low 60%.

History and Theory of Architecture 3

13.23 The teaching and learning methods are adequate. There is evidence of appropriate progression until the exit year. There were only exam marks provided for the first year. There is no difference between the assignment/briefs and expected outcomes for Diploma and Bachelor. The study guide said that there was a minimum of three (3) tests and/or assignments given for the academic year. The study guide for the second year was clear, and marks had been allocated. There was no study guide found in the portfolio of evidence for the third year.

13.24 Although there was an external assessment/moderation process, the documentation provided to the AB was without an external moderator's reports, it was therefore not clear if there was an external moderation for those modules. The staff were enthusiastic and keep the module updated and relevant. The staff members are struggling to cope with the marking and administration of the modules due to the high number of permanent staff/students' ratio.

Interdisciplinary Design and Presentation 3A

13.25 The subject was not necessarily geared towards readying the students for work but rather exposing them to various means of composition, as well as collaboration with various design fields. Although the AB appreciates the creative nature of assessments, it is important to not focus too much on questions that are premature. Although the subject touches upon the topic of sustainability, there is a risk that most of it is purely theoretical and does not necessarily follow through in the project that comes later in the curriculum. The quality of the work was high but the level of the brief seemed to be of a higher standard than what should be expected at this level. Being a sustainable module, focus should be given more to the critical engagement with sustainable design principles.

Computers in Architecture 3A

13.26 This module is an introduction to application of software that is used in architectural practice. It offers an in-studio opportunity with provided software and student licences for students with their own laptops. Free Wi-Fi is available on campus. The external examiners review process is insufficient and only applies a tick box response, with no commentary or recommendations. Students noted that the systems are slow, and they are also affected by loadshedding even though backup facilities do exist. Access to computers is not always available as they are shared with other departments in the faculty. There are limited hours of access opportunities to computer labs and this has impacted students who do not have facilities at home to complete projects and/or practice their skills.

Architectural Practice 3B

13.27 In the third year - teaching is done by way of research assignments and tests. The curriculum/lecture schedule thoroughly covers the facets of the project and professional environment. The assignments place the student in a simulated practice environment and requires that the student understands and applies the critical knowledge of professional practice. The final test requires that the student applies the

knowledge gained through the course. The student performances are assessed by way of assignments (60%) and a test (40%). This module needs external examiners or moderators who are practicing professionals. There needs to be bi-annual input into the moderation and course development.

13.28 It was understood that the course lecturer for the third year had retired. The position remains vacant and this will impact the strategic oversight of this module. The AB did note, however, that part time lecturers serve to offer continued teaching and expertise to students. The Department must submit a written report to SACAP within 24 months after receipt of this report about this matter.

YEAR 1 (Bachelor of Architecture)

Architectural design 1A & 1B

13.29 A generic study guide is used which is not enough to explain the complexity of Architectural design. It was difficult to understand how the various design projects build up over time. The modules are also offered within the BAS design 1 class. This raises concern regarding credit level which determines the notional hours and the outcomes. The BAS module has more notional hours and different outcomes, yet both teams follow the same projects.

13.30 The thematic focus of the module - Bodies in Space, provides a relevant starting position but it is limiting. The reading list is limited and must be expanded on. The two portfolios at the lowest pass were at a low level, this is a concern about the standard required to pass the module. The architectural, technical, and structural understanding shown in these portfolios was very limited.

Design Studies in Architecture 1B

13.31 The module in all three years is focussed on theory. The name should be corrected to Theory of Architecture and Design. It was unclear as to how the module integrated with the History and Theory module, which is also taught in each year of the BAS. Similarly, there was limited integration with the design module in year 1. The potential of a more integrated approach to teaching theory and applying this knowledge in the design process must be explored.

13.32 The focus and content of each year are not related. An overall vertical curriculum must be developed. This must be integrated with the design module each year. In the

third year, the assignments are focussed on design electives from the previous semester, this approach has value but neglects the integration into the design project that the students are busy with. The module gives strength to the students' ability to analyse and write academically.

Architectural technology and detailing 1

13.33 The assessment sets out to produce working drawings, but there was little evidence of the actual working drawings produced. Most of the work shown seemed to revolve around a technical workshop on cement. This module has the highest credit rating, the body of work produced is detailed, but many of the students are not grasping the fundamentals of drawing conventions, construction knowledge and detailing. The department must ensure that they attend to and close these gaps. The high success rate is 90% but the average pass rate is in the high 50% and low 60%.

History and Theory of Architecture 1A

13.34 The teaching and learning methods are adequate. There is evidence of appropriate progression until the exit year. There were only exam marks provided for the first year. There is no difference between the assignment/briefs and expected outcomes for Diploma and Bachelor. The study guide said that there was a minimum of three (3) tests and/or assignments given for the academic year. The study guide for the second year was clear, and marks had been allocated. There was no study guide found in the portfolio of evidence for the third year.

13.35 Although there was an external assessment/moderation process, the documentation provided to the AB was without an external moderator's reports, it was therefore not clear if there was an external moderation for those modules. The staff were enthusiastic and keep the module updated and relevant. The staff members are struggling to cope with the marking and administration of the modules due to the high number of permanent staff/students' ratio.

Interdisciplinary Design and Presentation 1

13.36 The subject was not necessarily geared towards readying the students for work but rather exposing them to various means of composition, as well as collaboration with various design fields. Although the AB commends the creative nature of assessments, it is important to not focus too much on questions that are premature. Although the subject touches upon the topic of sustainability, there is a risk that most of it is purely theoretical and does not necessarily follow through in the project that comes later in

the curriculum. The quality of the work was high but the level of the brief seemed to be of a higher standard than what should be expected at this level. Being a sustainable module - focus should be given more to the critical engagement with sustainable design principles.

Communication in Architecture 1A

13.37 The lecturer for this module has retired and the post remains vacant. The faculty has indicated that HR processes to appoint another lecturer are underway. The lack of forward planning is a risk to the ALS with detrimental impact to its student body. The Department must appoint a replacement urgently. Even though the module does overlap with other modules, the void in teaching communication will be carried over to other modules and will negatively impact students in their deliverables in those other modules.

13.38 This will also present greater challenges to those students who are not native to the English language. It was understood that lecturers in the other modules assist to advance these skills within their own subject matter. This does add extra workload to these lecturers. While applauding the other lecturers' initiative and efforts. The technical nature of this module requires expert input. Therefore, a suitable appointment for this module is necessary.

Sustainable Design 1B

13.39 The subject touches on the topic of sustainability. There is a risk that most of it, is purely theoretical and does not follow through in the project that came later in the curriculum. The quality of the work was high but the level of the brief seemed to be of a higher standard than what is expected at this level. Being a sustainable module - focus should be given more on the critical engagement with sustainable design principles. The students would benefit from a simplified version of this module both in scale and complexity. Focus should rather be given to the engagement with principles of sustainable design instead of a simple regurgitation of charts and formulas production. Students need to be given the skills to ensure that they improve their analytical drawings.

YEAR 2 (Bachelor of Architecture)

Architectural design 2

13.40 The study guide provides clarity of what the year intends to achieve and how the Theory and History modules inform the Architectural design process for the research

methodology. The reading list is limited and must be expanded. It was unclear how the four (4) projects shown in the outline were assessed over time or if the students continued with the module during their in-service training. The students did indicate that the workload of being placed in an architectural office while still completing the module was very challenging. Some students stated that the expectation of the year was too high. And there was a concern that the diploma students were being compared to the BAS students which caused unnecessary stress. The external examiner's report raised a concern that many students did not grasp the core ideas and expected outcomes of design and how to communicate their ideas. The Department must address these gaps.

Design Studies in Architecture 2B

13.41 The module in all three years is focussed on theory. The name should be corrected to Theory of Architecture and Design. It was unclear as to how the module integrated with the History and Theory module, which is also taught in each year of the BAS. Similarly, there was limited integration with the design module in year 1. The potential of a more integrated approach to teaching theory and applying this knowledge in the design process must be explored.

13.42 The focus and content of each year are not related. An overall vertical curriculum must be developed. This must be integrated with the design module each year. In the third year, the assignments are focused on design electives from the previous semester, this approach has value but neglects the integration into the design project that the students are busy with. The module gives strength to the students' ability to analyse and write academically.

Computers in Architecture 2A

13.43 This module is an introduction to application of software that is used in architectural practice. It offers an in-studio opportunity with provided software and student licences for students with their own laptops. Free Wi-Fi is available on campus. The external examiners review process is insufficient and only applies a tick box response, with no commentary or recommendations. Students noted that the systems are slow, and they are also affected by loadshedding even though backup facilities do exist. Access to computers is not always available as they are shared with other departments in the faculty. There are limited hours of access opportunities to computer labs and this has impacted students who do not have facilities at home to complete projects and/or practice their skills.

Architectural technology and detailing 2

13.44 The assessment set out focused on a series of mini projects around medium-raised frame structures. Overall, it seemed to be a big advancement in the work volume-wise from what was done in the first year. Students seem to still struggle with some of the basics such as representation. The class average was 43% which was concerning and the Department must ensure that there is a streamlined progression from the first to the second year and that students are well prepared in presentation skills.

History and Theory of Architecture 2A

13.45 The teaching and learning methods are adequate. There is evidence of appropriate progression until the exit year. There were only exam marks provided for the first year. There is no difference between the assignment/briefs and expected outcomes for Diploma and Bachelor. The study guide said that there was a minimum of three (3) tests and/or assignments given for the academic year. The study guide for the second year was clear, and marks had been allocated. There was no study guide found in the portfolio of evidence for the third year.

13.46 Although there was an external assessment/moderation process, the documentation provided to the AB was without an external moderator's reports. It was therefore not clear if there was an external moderation for those modules. The staff were enthusiastic and keep the module updated and relevant. The staff members are struggling to cope with the marking and administration of the modules due to the high number of permanent staff/students' ratio.

Interdisciplinary Design 2

13.47 The subject was not necessarily geared towards readying the students for work but rather exposing them to various means of composition, as well as collaboration with various design fields. Although the AB commends the creative nature of assessments, it is important to not focus too much on questions that are premature. Although the subject touches upon the topic of sustainability, there is a risk that most of it is purely theoretical and does not necessarily follow through in the project that comes later in the curriculum. The quality of the work was high but the level of the brief seemed to be of a higher standard than what should be expected at this level. Being a sustainable module, focus should be given more to the critical engagement with sustainable design principles.

Sustainable Design 2B

13.48 The subject touches on the topic of sustainability, there is a risk that most of it is purely theoretical and does not follow through in the project that came later in the curriculum. The quality of the work was high but the level of the brief seemed to be of a higher standard than what is expected at this level. Being a sustainable module - focus should be given more on the critical engagement with sustainable design principles. The students would benefit from a simplified version of this module both in scale and complexity. Focus should rather be given to the engagement with first principles of sustainable design instead of a simple regurgitation of charts and formulas production. Students need to be given the skills to ensure that they improve their analytical drawings.

YEAR 3 (Bachelor of Architecture)

Architectural design 3

13.49 In Semester one this module follows a unit system (elective) to combine with the third year Diploma students. This system seems to be working well and prepares the students for the GSA unit system. The external examiner was concerned that the outcome of the different units was disparate, leaving some students to struggle with the semester two work.

13.50 Semester two includes an urban master planning, a transit node, landscape design and another public building. The brief's complexity is high, and the focus is on design-driven architecture. The project brief does not support precedent studies and the theoretical underpinning of the designs. The external examiner also noted this shortcoming. The programme should be adjusted to include a theoretical underpinning and precedent analysis to inform the students' design processes.

13.51 The standard of work was high, and the integration with technology, structures, and environmental design is evident. The study guide comprehensively provides clear information on horizontal integration, teaching approach and outcomes. The reading list is comprehensive; however, reference was made to a mini dissertation. The terminology should be used carefully, as a 2500-word document is best described as an essay. In contrast, a dissertation usually refers to a 40000-word research report.

Architectural Practice 3B

13.52 This module which is presented in the third-year diploma and degree courses has greater detail of the SACAP competencies. The module consists of research

assignments and tests. The curriculum/lecture schedule thoroughly covers the facets of the project and professional environment.

13.53 The assignments place the student in a simulated practice environment and requires that the student understands and applies the critical knowledge of professional practice. The final test requires that the student applies the knowledge gained through the course. The student performance is assessed by assignments (60%) and a test (40%). The reports from the external examiners and moderators were not available. Overall, the course was well structured, the content is relevant and aligned with the SACAP competencies for architectural technologists, and evidence of appraisal suggests that the course is well presented.

Computers in Architecture 3A

13.54 This module is an introduction to application of software that is used in architectural practice. It offers an in-studio opportunity with provided software and student licences for students with their own laptops. Free Wi-Fi is available on campus. The external examiners review process is insufficient and only applies a tick box response, with no commentary or recommendations. Students noted that the systems are slow, and they are also affected by loadshedding even though backup facilities do exist. Access to computers is not always available as they are shared with other departments in the faculty. There are limited hours of access opportunities to computer labs and this has impacted students who do not have facilities at home to complete projects and/or practice their skills.

Design Studies in Architecture 3B

13.55 The module in all three years is focused on theory. The name should be corrected to Theory of Architecture and Design. It was unclear as to how the module integrated with the History and Theory module, which is also taught in each year of the BAS. Similarly, there was limited integration with the design module in year 1. The potential of a more integrated approach to teaching theory and applying this knowledge in the design process must be explored.

13.56 The focus and content of each year are not related. An overall vertical curriculum must be developed. This needs to be integrated with the design module each year. In the third year, the assignments are focussed on design electives from the previous semester. This approach has value but neglects the integration into the design project

that the students are busy with. The module gives strength to the students' ability to analyse and write academically.

Architectural technology and detailing 3

13.57 The assessment seems to combine a different aspect of the practice. It goes from design to local authority and construction documentation. This level of complexity could be better spread out across the three (3) years of study so that students get used to applying these concepts on a continuous basis. It appeared that the amount of work produced is too much. The outcome leans more towards volume than detailed resolution. Effort needs to be made in reducing the size of the project to encourage students to develop more details instead of re-hashing standard outcomes. More time should be spent towards teaching building regulations and local authority expectations. Similarly, this could be an opportunity to teach technical integrations which would bring about collaboration with other disciplines (engineering, etc). Although there is a 65% pass rate, the average class mark is in the high 50% to low 60%.

History and Theory of Architecture 3A

13.58 The teaching and learning methods are adequate. There is evidence of appropriate progression until the exit year. There were only exam marks provided for the first year. There is no difference between the assignment/briefs and expected outcomes for Diploma and Bachelor. The study guide said that there was a minimum of three (3) tests and/or assignments given for the academic year. The study guide for the second year was clear, and marks had been allocated. There was no study guide found in the portfolio of evidence for the third year.

13.59 Although there was an external assessment/moderation process, the documentation provided to the AB was without an external moderator's reports, it was therefore not clear if there was an external moderation for those modules. The staff were enthusiastic and keep the module updated and relevant. The staff members are struggling to cope with the marking and administration of the modules due to the high number of permanent staff/students' ratio.

Interdisciplinary Design 3

13.60 The subject was not necessarily geared towards readying the students for work but rather exposing them to various means of composition, as well as collaboration with various design fields. Although the AB commends the creative nature of assessments,

it is important to not focus too much on questions that are premature. Although the subject touches upon the topic of sustainability, there is a risk that most of it is purely theoretical and does not necessarily follow through in the project that comes later in the curriculum. The quality of the work was high but the level of the brief seemed to be of a higher standard than what should be expected at this level. Being a sustainable module - focus should be given more to the critical engagement with sustainable design principles.

A review of the Advanced Diploma in Architecture (YEAR 4)

Art, Design and Theory 4

13.61 The modules for the programme are integrated and aligned. There was no vertical integration of the module through to the UJ postgraduate level. The students are exposed to various research methods and creative thinking in the identification, development, and presentation of a design solution. The study guide was not module specific; it gave general guidelines for the Advanced Diploma programme.

13.62 The students must be handed a module-specific study guide with dates of when exams and design projects are due. The ALS had said that this was available on the Blackboard platform but with the challenges of WIFI and electricity a hard copy will benefit the students. 98% of the students that sat for the exam passed the module. The staff were very enthusiastic and positive about where the department was going and performing. Due to the staff being overburdened with teaching, supervision and administration work - they struggle to keep up with their research outputs. The Department needs to ensure that staff are able to attend to their own research objectives.

Architecture project 4

13.63 The integrated approach to semester one is working well and students have benefited from the engagement with students and staff from other disciplines. The semester two theme of architecture for Outer space as a theoretical focus is limiting. The ALS must select themes that provide a broader range of options and expose students to more variety in terms of theoretical stances.

13.64 The programme includes detailed submissions and requirements. This approach is commendable as it provides clear guidance to the students. A research approach to the design module is an effective way to prepare students for further studies. It is a concern that most students were not convinced that the programme prepared them for their role as a Senior Architectural Technologist. This needs further investigation

and possible adjustments to the focus of the qualification to ensure students achieve the required knowledge, understanding and application required as the SACAP level.

Methods of Art Design and Architecture Research 4



13.65 The integrated approach to semester one seems is working well and students are benefiting from the engagement with students and staff from other disciplines. Semester two theme of architecture for Outer space as a theoretical focus is limiting. The ALS must consider selecting themes that provide a broader range of options and expose students to more variety in terms of theoretical stances.

Art, Design and Architecture Practice 4

13.66 The student guide provides information relating to the Advanced Diploma in Architecture and Art & Design. This was very generic. A further detailed outline was provided in the module. The integrated approach to semester one seems is working well and students are benefiting from the engagement with students and staff from other disciplines. Semester two theme of architecture for Outer space as a theoretical focus is limiting. The ALS should consider selecting themes that provide a broader range of options and expose students to more variety in terms of theoretical stances.

14. Conclusions

The AB is satisfied with the quality of the three programmes, including the dedication of the academic teaching staff and the leadership of the ALS. The notable efforts have been observed in dealing with the issue of transformation amongst students and staff - almost 80% of staff at UJ-DoA are black and female. The AB wishes the Head of School and the ALS the very best in this pursuit of academic success.

<p>UJ DoA Campus Head of School: Dr Finzi Saidi</p>	<p>SACAP AB Chairperson: Ms Lula Scott</p>
<p>Date: 17 July 2023</p>	<p>Date: 18 July 2023</p>
<p>Signature: </p>	<p>Signature: </p>

14. 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



**DEPARTMENT OF
ARCHITECTURE**

AD2.1 DIPLOMA

AD2.1.1 DIPLOMA in ARCHITECTURE

Curriculum

MODULE CODE	MODULE CREDIT	MODULE	CODE	PREREQUISITES
First year				
DACA1A1	8	Communication in Architecture 1A (1 st Sem)	None for the first year	
DAAD1Y1	20	Architectural Design 1		
DAAP1B1	8	Architectural Practice 1B (2 nd Sem)		
DAAC1A1	12	Computers in Architecture 1		
DAHA1Y1	12	History and Theory of Architecture 1		
DAID1Y1	16	Interdisciplinary Design and Presentation 1		
DATD1Y1	44	Architectural Technology and Detailing 1		
MODULE CODE	MODULE CREDIT	MODULE	CODE	PREREQUISITES
Second year				
DAAD1Y2	20	Architectural Design 2	DAAD1Y1	Architectural Design 1
			DATD1Y1	Architectural Technology and Detailing 1
DACA1A2	8	Computers in Architecture 2A (1 st Sem)	DACA1Y1	Computers in Architecture 1

DAHA1Y2	12	History and Theory of Architecture 2	DAHA1Y1	History and Theory of Architecture 1
DAID1A2	8	Interdisciplinary Design and Presentation 2A (1 st Sem)	DAHA1Y1	Interdisciplinary Design and Presentation 1
DAIL1Y2	32	Work Integrated Learning 2 (Architecture)	DAAD1Y1	Architectural Design 1
			DATD1Y1	Architectural Technology and Detailing 1
DASD1B2	8	Sustainable Design 2B (2 nd Sem)		
DATD1Y2	32	Architectural Technology and Detailing 2	DATD1Y1	Architectural Technology and Detailing 1
			DAAD1Y1	Architectural Design 1
Third year				
DAAD1Y3	24	Architectural Design 3	DAAD1Y2	Architectural Design 2
			DATD1Y2	Architectural Technology and Detailing 2
DAAP1B3	8	Architectural Practice 3B (2 nd Sem)	DAIL1Y2	Work Integrated Learning 2
DACA1A3	8	Computers in Architecture 3A (1 st Sem)	DACA1A2	Computers in Architecture 2
DAHA1Y3	12	History and Theory of Architecture 3	DAHA1Y2	History and Theory of Architecture 2
DAID1A3	8	Interdisciplinary Design and Presentation 3A (1 st Sem)	DAID1A2	Interdisciplinary Design and Presentation 2
DAIL1Y3	32	Work Integrated Learning 3 (Architecture)	DAIL1Y2	
DATD1Y3	28	Architectural Technology and Detailing 3	DATD1Y2	Architectural Technology and Detailing 2
			DAAD1Y2	Architectural Design 2

AD2.2.1 ADVANCED DIPLOMA in ARCHITECTURE

Curriculum

CODE	MODULE CREDIT	MODULE
ADA7XA 1	20	Art, Design and Architecture Design Theory and Practice 4
MAD7XA 1	20	Methods of Art, Design and Architecture Research 4
AAP7XA1	20	Art, Design and Architecture Practice 4
ARP7XB 2	60	Architecture project 4

AD2.3.1 B ARCHITECTURE

Curriculum

CODE	MODULE CREDIT	MODULE	CODE	PREREQUISITES
First Year				
BAAD3 A1	24	Architectural Design 1A (1 st Sem)		
BAAD3 B1	24	Architectural Design 1B (2 nd Sem)	BAAD3 A1	Architectural Design 1A (1 st Sem)
BACD3 A1	8	Communication in Architecture 1A (1 st Sem)		
BADS3 B1	8	Design Studies in Architecture 1B (2 nd Sem)		
BAHA3 A1	8	History and Theory of Architecture 1A (1 st Sem)		
BAID3Y 1	12	Interdisciplinary Design and Presentation 1		
BASD3 B1	8	Sustainable Design 1B (2 nd Sem)		
BATD3 Y1	28	Architectural Technology and Detailing 1		

CODE	MODULE CREDIT	MODULE	CODE	PREREQUISITES
Second Year				
BAAD3Y2	48	Architectural Design 2	BAAD3B1	Architectural Design 1 B
			BATD3Y1	Architectural Technology and Detailing 1
			BAHA3A1	History and Theory of Architecture 1A
			BAAD3A1	Architectural Design 1A
BACA3A2	8	Computers in Architecture 2A (1st Sem)	BATD3Y1	Architectural Technology and Detailing 1
BADS3B2	8	Design Studies in Architecture 2B (2 nd Sem)	BADS3B1	Design Studies in Architecture 1
BAHA3A2	8	History and Theory of Architecture 2A (1 st Sem)	BAHA3A1	History and Theory of Architecture 1
BAID3Y2	12	Interdisciplinary Design 2	BAID3Y1	Interdisciplinary Design and Presentation 1
BASD3B2	8	Sustainable Design 2B (2 nd Sem)	BASD3B1	Sustainable Design 1B (2 nd Sem)
BATD3Y2	28	Architectural Technology and Detailing 2	BATD3Y1	Architectural Technology and Detailing 1
			BAAD3B1	Architectural Design 1B
Third Year				
BAAD3Y3	48	Architectural Design 3	BAAD3Y2	Architectural Design 2
			BATD3Y2	Architectural Technology and Detailing 2
			BAHA3A2	History and Theory of Architecture 2A
BAAP3B3	8	Architectural Practice 3B (2 nd Sem)	BADS3B2	Design Studies in Architecture 2
BACA3A3	8	Computers in Architecture 3A (1 st Sem)	BACA3A2	Computers in Architecture 2
			BATD3Y2	Architectural Technology and Detailing 2
BADS3B3	8	Design Studies in Architecture 3B (2 nd Sem)		
BAHA3A3	8	History and Theory of Architecture 3A (1 st Sem)	BAHA3A2	History and Theory of Architecture 2
BAID3Y3	12	Interdisciplinary Design 3	BAID3Y2	Interdisciplinary Design 2
	28		BATD3Y2	Architectural Technology and Detailing 2

BATD3 Y3		Architectural Technology and Detailing 3	BAAD3Y2	Architectural Design 2
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Annexure C: Accreditation Board Schedule

UJ_SACAP Accreditation visit
ITINERARY: 8-10 May 2023



**DEPARTMENT OF
ARCHITECTURE**

08 May 2023_DAY ONE- Online & Physical Sessions

Time	Link	Activity	Personnel	Online/Physical
8:00-8:15		Introduction by AB Chairperson of Board members and by Head of ALS of staff members- Dean	AB, Head of ALS and Staff	Online
08:15 – 09:45	Meeting ID: 339 981 242 254 Passcode: sNpvdT	Presentation 1 by Head of ALS of the ALSs. Requirements in APPENDIX C.	AB, Head of ALS, Lecturers	Online
		Presentation 2 by staff of the ALS of the outline of the program. Requirements in APPENDIX C.		Online
09:45-10:30	N/A	Tea break		
10:30 – 11:00	Meeting ID: 321 439 232 015 Passcode: fuEx56	Private meeting with the head of ALS.	AB, Head of ALS	Online
11:00 -12:25		Members of the AB divide their time between inspection of portfolios and other exhibited work.	AB	Online
12:30- 13:00	Meeting ID: 328 836 942 162 Passcode: jk297N	Online tour of workshops, library, studios, computer facilities etc. including exhibition of student work in studio	AB, Head of ALS, and Staff	Online
13:00 – 13:30	N/A	Lunch		Physical
14:00 – 14; 30	Meeting ID: 322 135 282 969	Meeting with Dean	AB and Dean	Online

	Passcode: NdgYFi			
14:30 – 17:00		Members of the AB divide their time between inspection of portfolios and other exhibited work.	AB	Online
End of Day 1				
09 May 2023_DAY TWO- Online Sessions				
Time	Link	Activity	Personnel	Online/Physical
8:00 – 8:50		The AB reflects on evidence presented and discusses the format of interviews to follow.	AB	Online
09:00 – 10:00	Meeting ID: 369 200 850 841 Passcode: CfD7rx	AB meets with students and graduates.	AB and students	Online & Physical
10:00 – 10:30	N/A	Refreshment Break		Physical
10:30 – 11:30	Meeting ID: 356 524 767 353 Passcode: PA99Cb	AB meeting with external examiners	AB and external examiners	Online
11:45 – 12:45	Meeting ID: 324 662 431 159 Passcode: DmuUDH	AB meeting with full-time and part-time staff [without the Head of ALS unless invited by the VB Chair]	AB and staff without Head of ALS	Online & Physical
13:00 – 14:00	N/A	Lunch	AB	Physical
14:00 – 17:00		Private meeting of the AB to agree on general findings and report content. AB drafts statement and outline report.	AB_TBC	Online
End of Day 2				
10 May 2023_DAY THREE- Online Sessions				
Time	Link	Activity	Personnel	Online/Physical

08:00 – 11:00		AB works on statement and draft report. AB prepares for a meeting with senior management.	AB	Online
11:00 – 12:30		AB meets School to convey findings and hand over statements .	AB, Staff, and students	Online
12:300 – 13:00		AB meets with VC, DVC, Dean and Assoc. Dean to convey findings and hand over statements .	AB, VC, DVC, Dean and Assoc. Dean	Online
End of Day 3_Close of Visit				

For the SACAP Validation Board			
Name & Surname	Email	Cell phone Number	Role
Ms Lula Scott	lula@iafrica.com	083 264 1056	AB member (Chairperson)
Ms Mathebe Aphane	Mathebe.aphane@gmail.comc	084 536 1177	AB member
Mr Merry Luzolo	merryluzolo@gmail.com	082 054 0418	AB member
Mr Eugene Barnard	eugene@lemeg.com	082 452 1612	AB member (physical inspection)
Ms Magdalena Cloete	Magdalena.cloete@ukzn.ac.za	084 405 9602	AB member
Mr Mzwakhe Hlatshwayo	Mzwakhe.Hlatshwayo@sacapsa.com	066 262 2802	AB Secretary