

Nelson Mandela University North Campus Accreditation Report



Report of the SACAP Accreditation Board to the Nelson Mandela University North Campus: School of Architecture

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
ALS	Architecture Learning Site
BSc Arch	Bachelor of Science in Architecture
CA	Canberra Accord
CASS	Continuous Assessment
Cr	Credit
CBE	Council for the Built Environment
CHE	Council on Higher Education
DAT	Diploma in Architectural Technology
DHET	Department of Higher Education and Training
M Arch	Masters in Architecture
NMU	Nelson Mandela University
NQF	National Qualifications Framework
PPE	Professional Practice Examination
PrArch	Professional Architect
SACAP	South African Council for the Architectural Profession
SER	Self-Evaluation Report
SoA	School of Architecture

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.

1.2 On the 24 – 26 April 2023, the SACAP Council undertook an accreditation visit to the Nelson Mandela University North Campus (NMU: School of Architecture) in order to assess the following qualifications:

- a) Bachelor of Architectural Studies
- b) Bachelor of Architectural Studies Honours
- c) Master of Architecture

1.3 The programmes offered at NMU – South campus have a solid structure which enables vertical and horizontal integration across the courses. The AB applauded the Department for this initiative as it has merit for the students and most students achieve excellent academic results.

1.4 After scrutinising the facilities at the NMU - SoA, the AB commended the Department for its effective use of teaching and learning space which is conducive for curriculum delivery. The improvement of facilities is applauded as it addresses the issue of physical resources which was previously raised during the 2016 accreditation visit. In addition, the lecturers are qualified and can use their teaching abilities effectively to enhance student performance. As a result, students are empowered with the skills to create projects with the aim of solving social problems within the community.

1.5 The AB raised several concerns such as, lack of transformation amongst the staff including access to postgraduate studies from historically disadvantaged students. The AB resolved that the Department must enforce affirmative action policies when recruiting lecturers. During the recruitment process, emphasis must be placed on employing black female lecturers to occupy senior positions. Moreover, management must implement strategies to enable historically disadvantaged students to access postgraduate programmes.

1.6 From the previous visit (2016), the AB raised concerns around transformation of students. The issue of transforming students was addressed by the ALS when they undertook an initiative to recruit black students. The recruitment drive resulted into a 21 % increase of historically disadvantaged students enrolled at the ALS.

1.7 The ALS has developed a sound methodology with which to engage in critical enquiry about architecture and the range of issues involved in the making of relevant and appropriate built environments. However, a greater understanding of research processes and practice needs to be shown at the post-graduate level.

1.8 Following the previous accreditation visit (2016),~~the~~ research is still an area that requires some attention. The SoA Self Evaluation Report (SER) shows that there has been significant progress in this area, with more staff involved and increased outputs. However, research across the staff complement should be further improved. (See 12.1 of this report). This must be addressed, and a remedial plan submitted within 24 months.

Accreditation decision:

1.9 The Council is satisfied with the outcomes of the assessment of the School of Architecture. The NMU-SoA North Campus satisfies the minimum accreditation standards for the programmes. The NMU-SoA North Campus is granted Unconditional Accreditation. 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.

1.10 The Council reserves its rights to revoke its decision to grant unconditional accreditation if the Department fails submit the report within the stipulated time frame addressing all the issues raised in the modules and the below items.

a) Transformation

- Management must develop a strategy to transform the ALS in relation to the demographic profile of the staff and students including the external moderators.
- Management must devise a strategy to support the historically disadvantaged students in order to ensure successful advancement to the higher Diploma or Advance Diploma inclusive of entry requirements.

b) Curriculum and Assessment

- Engagement with social aspects of the ALS's study area is stated as a positioning premise of the ALS, and well implemented throughout most of the curriculum. However, management must improve areas of the curriculum where social aspects are not well-incorporated.

- Improvement in the ALS's engagement with Indigenous Knowledge Systems is evidenced in numerous research outputs, as well as in the content of some of the theoretical modules. However, IKS needs to be more pervasively implemented throughout the curriculum.
- The curriculum must incorporate more bottom-up and collaborative approaches to building design.

c) Teaching and Learning

- Management must encourage research-driven approaches to problem-solving.
- Management must strengthen vertical and horizontal alignments in certain areas of the curriculum (modules identified in section 13 of this report).

d) Teaching staff and External moderators

- Management must encourage integrated teaching of related courses to alleviate the teacher-student ratio.
- The ALS's well-developed assessment strategies and feedback mechanisms should continue to be implemented. Improvements must be made in those subject areas where problems have been noted (modules identified in section 13 of this report).

e) Facilities & Resources

- Management must prioritise the appointment of permanent staff to ease the workload and staff-to-student ratio in studio-based modules.
- Management should identify a space to build a fully equipped workshop as well as appoint qualified personnel.

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 Candidate Architectural Draughtsperson (CAD), Candidate Architectural Technologists (CAT), Candidate Senior Architectural Technologists (CAST), Candidate Professional Architects.

3 Aim and Objective

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 Bachelor of Science in Architecture (BAS), Bachelor of Honours in Architecture (BAS Hons) & Master of Architecture (M Arch Professional).

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 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.

5 Members of the Accreditation Board

The SACAP Accreditation Board consisted of Mr Kevin Bingham (AB Chairperson), Dr Judith Ojo-Aromokudu (AB member), Ms Magdalena Cloete (AB member), Ms Tsabi Shongwe (AB member), Mr Charles Nduku (AB member), Mr Andrew Thompson (AB member), and Mr Mzwakhe Hlatshwayo (SACAP secretariat).

6 NMU South Campus Department of Architecture Report

6.1 The School of Architecture had been in the Faculty of Arts since the inception of the University under its new name (Nelson Mandela Metropolitan University) in 2007, but a restructuring exercise which was concluded in 2019 saw Architecture move to the Faculty of Engineering the Built Environment and Technology (EBET) at the start of 2020 (the University had, by then, been renamed “Nelson Mandela University” in 2018).

6.2 Further, change in the department included the re-curriculum of the 2-year M. Arch degree which was converted to a one-year BAS Hons and one-year M. Arch qualification, to align with the mandated CHE postgraduate qualifications structure by 2019 and the newly accredited BAS Hons degree was offered for the first time in 2020. These programmes were designed to meet SACAP competencies towards registration in different categories.

6.3 The first cohort of students graduated with an M. Arch degree under the new structure in 2021. While the above were planned changes, the unexpected and unprecedented change ushered in due to Covid 19 pandemic. The department's response to the pandemic was rapid and emphatic, a very early commitment was made to go online and stay online until the end of the pandemic.

6.4 In its pedagogical approach, the department aligns with and advocates the foundational values of the University which are: Excellence; Integrity; Ubuntu; Respect for diversity; Social justice and equality and Sustainable stewardship. Furthermore, the DoA at Nelson Mandela University advocates for an architecture that evolves from a critical engagement with natural and built ecosystems, and the socio-economic, cultural, physical, and intellectual aspects that constitute their contexts; towards the making of humane, inclusive, and sustainable environments that promote the wellness of all aspects of life that these environments support.

6.5 Regarding transformation, the undergraduate BAS programme has experienced an increase in enrolment of African students over the past six years, rising from 19% to 36% in the overall student composition. Furthermore, first-year intakes demonstrated a positive trajectory of non-white students from 46% to 65% from the 2020 to 2023 period.

6.6 The department aligns with the foundational values of the University and promotes its strategic focus areas through an interactive, studio-based approach to learning and teaching. This approach is embraced across all qualifications and in all years and fosters humanising inclusive, and collaborative learning experiences. Assessment is guided by a policy which outlines assessment practices which are the same for all module types in the different discipline areas. In addition, Continuous Assessment (CASS) is used for all modules, with two

types of CASS described in university policy: CASS with portfolio and CASS without portfolio.

6.7 A solid team of permanent staff (10 in all, with 13 posts available) who have a complementary set of abilities and skills, manage the bulk of learning and teaching in the department. Staff development is facilitated by aligning individual research and engagement interests with designated workload responsibilities, resulting in increased work productivity and an engaged and inclusive teaching space.

6.8 Community engagement in the curriculum depends on the project concerned. Projects are either entrenched as a project within the curriculum and involve full participation of class groups, while others involve the coordinator, a smaller group of volunteer student participants and the participating members of a community. Recommendations from the previous report called for the need to respond in four areas: Transformation, Mission, Research and Resources. Thus far, the department has responded to these issues.

7 NMU-SoA Facilities Report

a) The inspection was carried out by Andrew Thomson on Friday 21 April 2023, at the request of the SACAP accreditation board. Andrew is a practicing Architect and Director of Thembeba Architects, and was shown around by Andrew Palframan (Head of Department Architecture) and Boban Varghese. (Director School of Architecture).

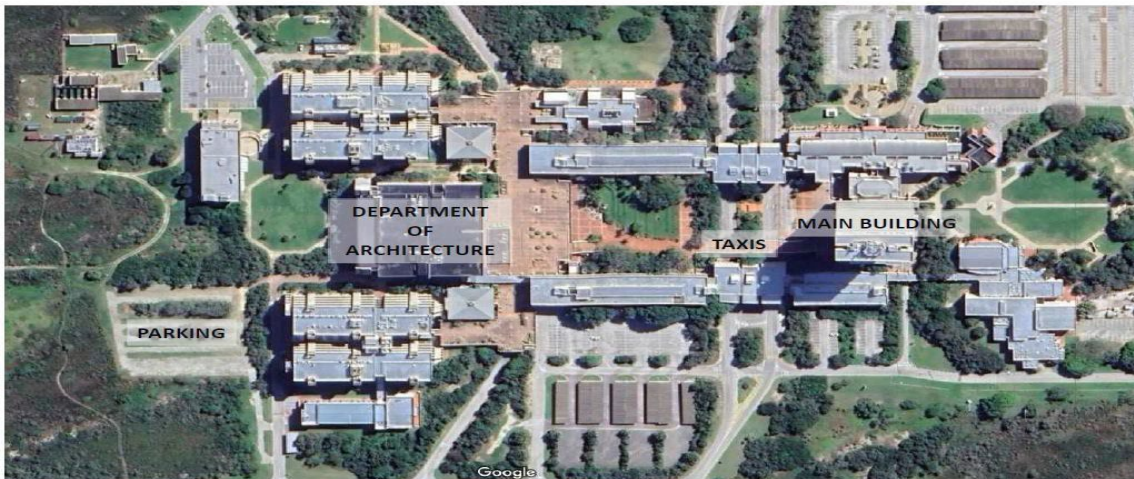


Photo 1: NMU facilities

Location

b) The Department of Architecture is located on the South Campus of the Nelson Mandela University, Summerstrand, Gqeberha. The Departments of Architecture, and Architectural Technology and Interior Design are accommodated on the 2nd floor of the University Main Library building.

Campus Support Facilities

- c) The building is located central to other major departments and lecture facilities - close to the central student facilities offering food, banks, books, canteen, food trucks, printing electronics etc. A clinic is situated at the main building, within walking distance.



Photo 2: NMU facilities

Transport

- d) The campus is situated on the southern edge of the city within a nature reserve. The University has a large amount of student residences on campus – there are numerous private student accommodation facilities in the adjacent Summerstrand suburb that are also walkable. Official off campus residences are served by varsity shuttles. Students living off campus and at home use need private vehicles or the mini bus taxis.
- e) The nearest taxi stop is at the main building which is 300m from the Department of Architecture. Students working late at night would be dependent on their own transport. Arrangements can be made with the varsity shuttle for functions up to 9pm to transport students to official off campus residence. The student parking area is 100m from the entrance to the Department.



Photo 3: NMU parking

Accessibility

- f) The entrance to the Department is on the south side of the building with ramp and steps down to a semi-basement lift foyer with two lifts and stairs. The department studios are situated on the second floor with a small 3rd floor section for staff offices.
- g) The three (3) departments of Architecture, Architectural Technology and Interior design are all accommodated on the large deep space, making all studios, labs and support spaces fully accessible. Facilities are accessible 24 hours with student card access control at the second-floor entrance to the Departments off the lift foyer.



Photo 4: NMU spaces

Security

- h) The entire campus has a fenced perimeter and security control at the main vehicle entrance, with campus security across the campus. Individual department buildings are

access controlled. The Architecture Department offers 24-hour card access with control at the second-floor entrance at the lift foyer. The 100m route to the student parking is well lit and trees are trimmed on a regular basis.

Reception and project display

- i) The reception office is clearly visible on entering through the access control and entry to the studio is via a large foyer displaying student work pinned up. Thesis models are often displayed in this area, making it a very good first impression when entering. The semi- open plan arrangement of flexible studios/ teaching spaces has white pinboard walls for student work, particularly during crit sessions, external examinations and end of year thesis displays.



Photo 5: NMU display area

Light and ventilation

- j) The second-floor space is a large 3500m² square deep space with perimeter windows and large windows on the east side, overlooking the heart of the campus. It is therefore challenging to achieve natural ventilation and lighting throughout. The central core space studio layout of semi open plan does allow the spread of natural light from the large east windows deep into the space. Additional roof lights have been introduced to selected internalised spaces and deep spaces.
- k) The entire space is mechanically ventilated/air-conditioned. Generator backup operates during loadshedding to maintain the ventilation system. Openable windows are a problem on the top floor of a generally wind-swept campus, especially with a lot of pins up paper displays in studios.

Interaction with other departments

- l) It is an advantage having Architecture, Technology, and Interior Design in one building on one floor. It is very easy to move between all three, to informally listen in on crits or lectures and look at project displays, particularly in the semi open plan studios of the Architecture Department.
- m) Students share the model building workshop and the coffee kitchen/ relaxation area. Staff for all 3 departments have offices in the same section on the 3rd floor.

Universal access and toilets

- n) Two (2) lifts service the 2nd floor and the lift foyer in the semi basement is accessible via a ramp. All the studios, labs, workshop, and support spaces are accessible on one floor for all three (3) departments. This may be a rather unique situation, due to the large building floor plate of deep space. The staff offices on the 3rd floor are not accessible by lift. There are sufficient working toilets on the second floor, separate for staff and students. The accessible toilet is situated at basement level.

Food and drinks facilities

- o) Staff have a tea/coffee counter and long table at the main windows with a view, plus a tea kitchen at the staff offices. Students have a coffee mini kitchen with relaxation area in the workshop. Within short walking distance to the building is a food court below the library podium with access to outdoors and the rendezvous café in the adjacent science block. Food trucks are also set up on campus.

Fire escapes

- p) The building is served by four (4) sets of stairs. There are fire escapes on the north west and south west corners as well as main stairs on the north side and the south side. The north side is not accessible to the department of Architecture as this goes to the main library. These stairways would need to be accessible during an emergency as the distance from the north east corner to the other three stairs is 45m. The department is currently investigating mechanisms to enable the opening of the stair doors in an emergency.

Studios, workspaces, and lecture spaces

- q) The central core space features four (4) studios spaces plus two multi-use lecture spaces. All are a semi open, flexible space equipped with display walls, Wi-Fi, and projection. The

spaces can work individually or as one. Either side of these are two (2) enclosed studios/workspaces for 1st year and final year.

- r) The semi-open core space works well with a lot of flexibility, enabling individual year lectures and crits, the final year thesis is displayed and cocktail functions can utilise the whole space. The somewhat informality of the core space lends itself to collaboration, discussion, informal work, chilling, and socialising anywhere if confidentiality is not an issue. There are two (2) shared lecture rooms plus a shared raked lecture room. In addition, two shared lecture rooms are available at basement level. The departments of Architectural Technology and Interior Design have their own four (4) studios.

Workshops and data centre

- s) A large student studio/ model building work space is shared by all (3) departments. This includes the student coffee kitchen and relaxation area. Next to that is the data centre, that stocks a good range of all the equipment and material for technical drawing and model building.



Photo 6: Workshops and data centre

Computer labs

- t) Adjacent to the study space are two (2) computer labs, a large one for general use and a smaller one for final year students. The departments of Architectural Technology and Interior design have their own computer labs.

Library

- u) The Architecture Department is on the top floor over the main library. There is no direct internal connection to the library below (stair doors locked) and students need to exit

building at basement level and walk around to the main library front entrance. The library is open until 10pm and has a good section of architecture related books on the first floor. The department is developing a library of architecture reference books as part of the data centre.

Copy and printing facilities

The departments have an excellent large format printing facility plus copy centre.



Photo 7: Copy and printing facilities

Access to outdoor spaces

- v) As the Department is situated on the second floor, there are no direct outdoor spaces to open onto. However, the campus has extensive landscaping and planting with a large open grass space to the immediate west of the building and the landscaped grass terraces outside the nearby food court. The greater campus is within an enclosed private nature reserve with walking trails easily accessible. The Grysbok Trail has 4.8km and 2.5km loops over relatively flat terrain in dune thicket within a matrix of dune fynbos.

Staff offices, workspaces, and social space

- w) Each lecturer has an office and the three (3) departments are in the same area on the 3rd floor. The common staff coffee/tea counter and long table is situated at the large east facing windows with a good view out over the central part of the campus. This lends itself to interaction between the departments staff and keeps lecturers accessible in an informal manner.

Department future initiatives

- x) A makerspace with 3D printer and CNC cutting machine is planned but there is no obvious space other than in the basement and there is currently no staffing post to oversee the facility. This deserves support and motivation for an additional staff post.

y) Student showers are an advantage for all night work in studios. There is a concern about this leading to sleeping in the studios.

z) VR “studio” is in development.

Shortcomings

aa) The staff offices are not universally accessible.

bb) There is no public transport late at night.

cc) The entrance to the department via a “side door” through the basement cannot be seen until one enters the top floor.

dd) The North-side emergency escape stairs needs to be made accessible in an emergency.

ee) The flexibility of the Architecture Department central core space of studios works well. There are excellent support facilities on campus in the immediate area of the building. Several future initiatives planned deserves the support and motivation from Management.

ff) The department must consider these shortcomings and come up with a mechanism to mitigate these challenges.

8 Accreditation Documents

8.1 The evidence documents were timeously received and 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 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: Mr Andrew Palframan.

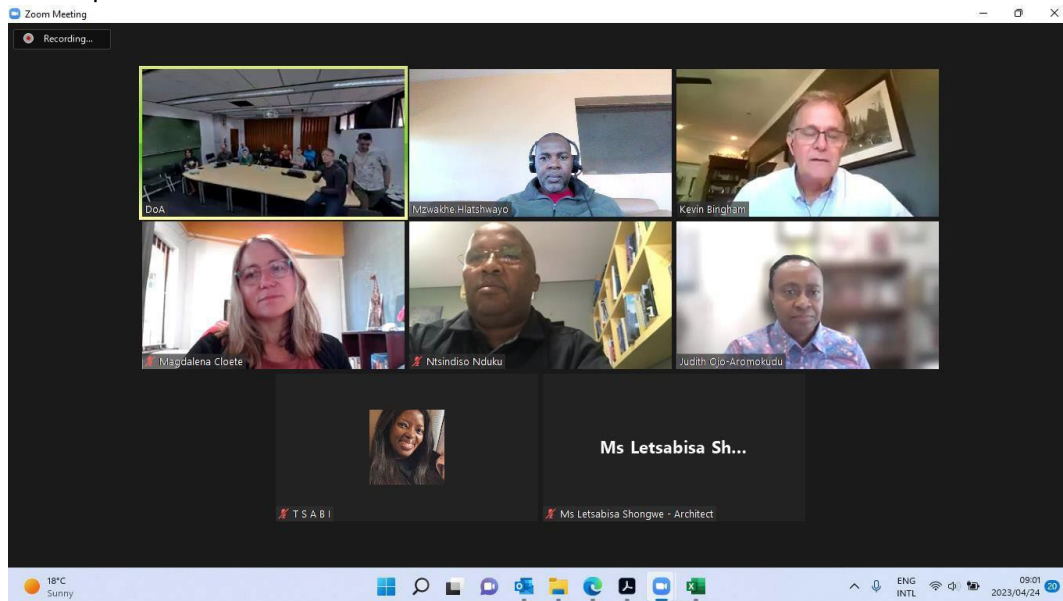


Photo 8: AB members meeting with management

9.1 The HoS applauded the department for playing an active role in professional activities in the region. This implies that the staff component is well qualified, skilled, and possesses the necessary knowledge. The DoA also uses local architectural professionals to serve on their portfolio examination as panel members. Furthermore, the staff possesses variety of skills to support students' daily activities including academic performance. However, must look at the staff transformation matter since the department has only has two (2) black staff members. This is critical to ensure the diversity of the staff component and align with the transformation agenda of the Constitutional democracy.

9.2 There is limited access to a variety of specialist professionals as a result of the distance from main centres.

9.3 Furthermore, despite the dynamic vision and mission, there are challenges such as student drop out. Many students require financial assistance while others suffer due to academic pressure. The AB resolved that management must develop a strategy to assist students with financial and psycho-social support.

10 The interview between the AB and students

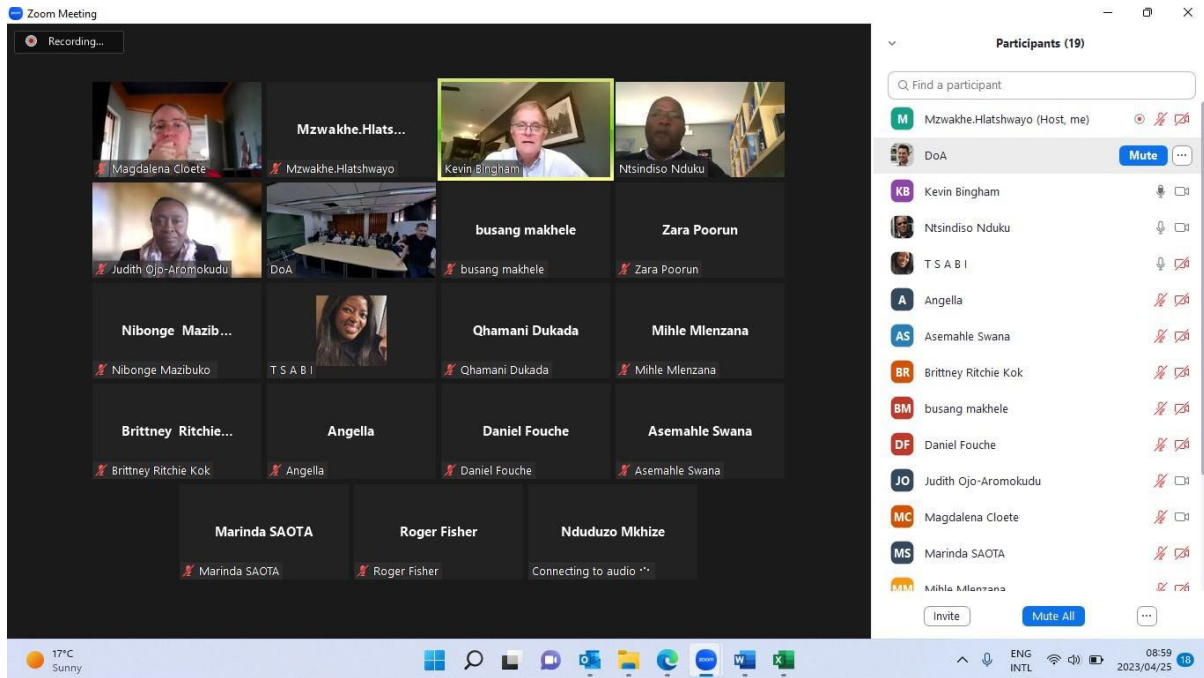


Photo 9: AB interview with students

10.1 The ALS presented a combination of alumni and current students. Alumni students praised the ALS for the great experience, acquisition of skills and knowledge. The ALS contributed to their development and success. Some of the alumni are now working at architectural firms around Gqebeqa and are contributing immensely into the architecture profession. This is as a result of effective teaching approaches which were explorative and provided opportunities for students to further their own learning.

10.2 Current students echoed the sentiments of graduates in terms of their general study experience at the ALS. Study related points to address raised by current students included: The correlation of design in the post-graduate years of study regarding the relationship of processes between years, (in terms of structure, brief requirements, and rubric application). Better alignment would provide a better foundation for students in the following year of study. Time spent in class discussing principles in fifth year was thought too much by some. A concern was raised with the services subjects, KBS and KES in terms of the amount of work time required in relation to credit value.

10.3 A concern that not enough notional teaching time was being spent in Construction; and the difference in “jumps in level” between some years in Theory were discussed. Prohibitive material costs, as well as costs of transport for site visits were mentioned and the short amount of time between lectures made it difficult to get between North and South campus on time for students that do not have private transport. AB resolved that the timetable should be interrogated and adjusted to alleviate some of the concerns expressed above. The AB appreciated the student contribution and time spent to echo their views.

11 The AB meeting with External Moderators

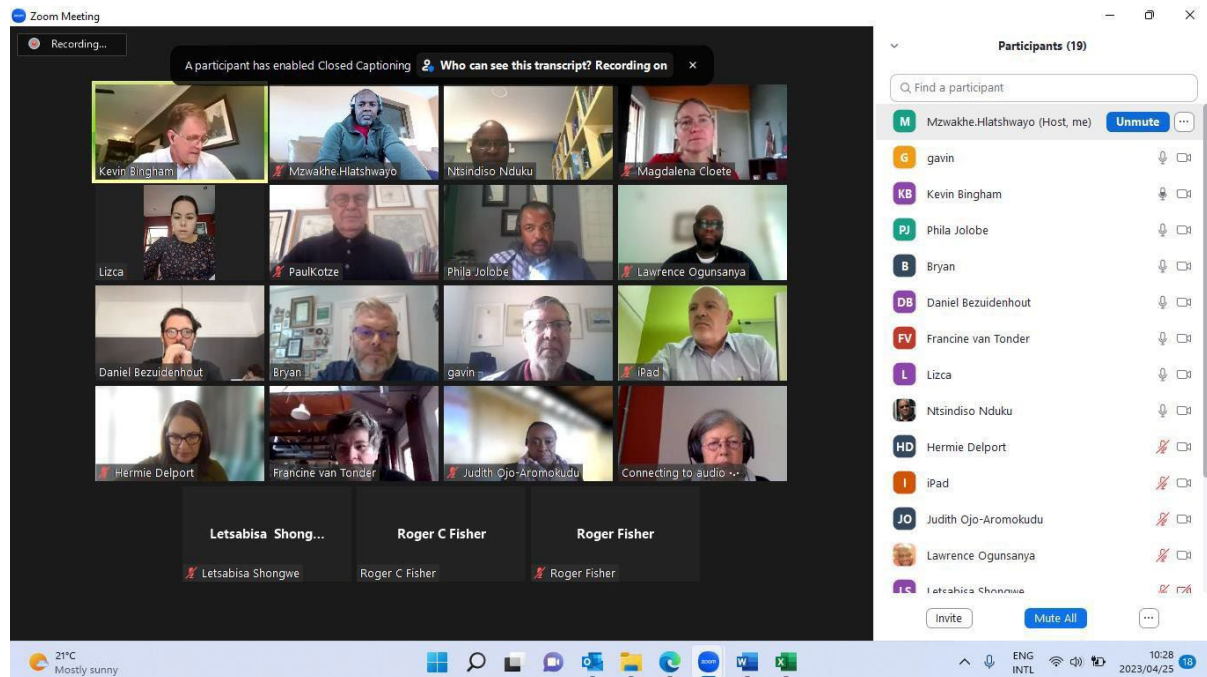


Photo 10: AB meeting with External Moderators

11.1 The AB met with 11 external examiners, who had examined/moderated across the range of subjects at various levels at the ALS. The external moderators attested to well organised assessment practices and examination processes, and a generally high level of work outputs; achieved through engagement with relevant content and the implementation of educational processes very suitable to the professions that result in the production of appropriate and relevant architecture. “The students show a clear ability (albeit to a greater or lesser extent) to engage in critical enquiry about architecture and the range of issues relevant to making architecture fit for purpose.

11.2 The nature of engagement related to research processes at postgraduate level were raised by the AB, and it was suggested by some examiners that research practices could be improved. The AB resolved that the ALS should revise the research methodology course.

12. The AB interviewing the academic teaching staff

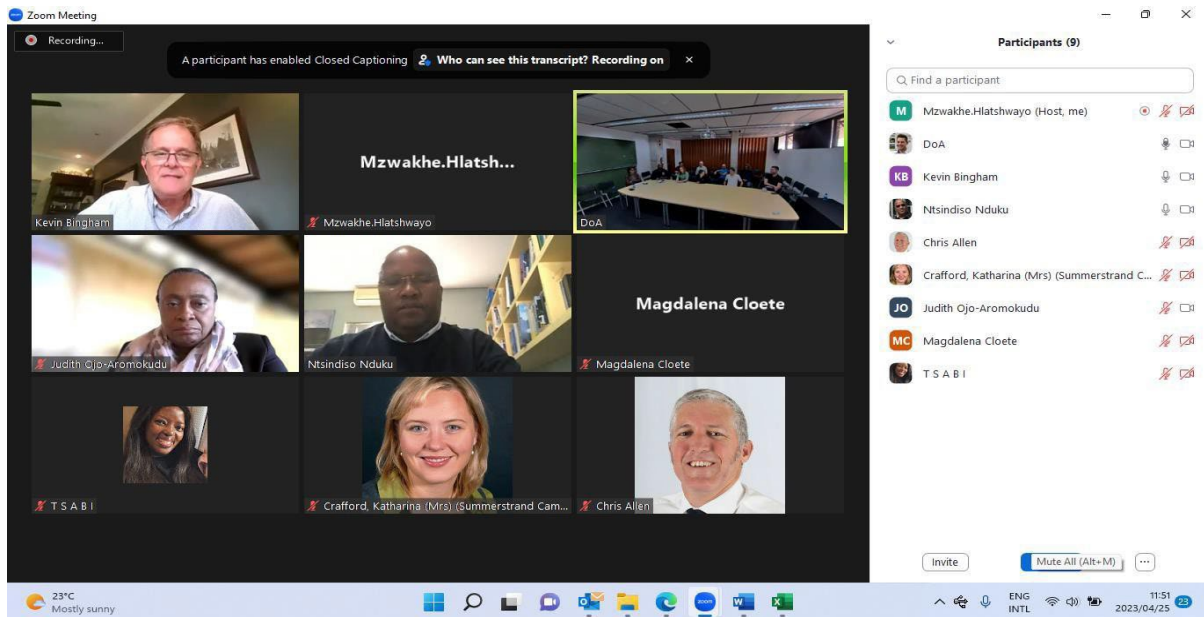


Photo 11: AB interview with academic teaching staff

12.1 The staff were a vibrant, enthusiastic and qualified to teach at the ALS. Moreover, research is encouraged as the AB observed that two teaching staff members are PhD students. This shows that the ALS encourages research and development of teaching staff in order to teach effectively. The effective teaching of staff is evident, as the ALS won an award for designing an excellent model of a creche. Furthermore, the teaching staff do participate in conferences related to their work. The AB resolved that more collaboration with other institutions in terms research must be done.

12.2 The ALS does support research amongst the staff by providing them with Sabbatical leave. This initiative is encouraged by the AB as it will improve and benefit the staff. However, the AB observed a lack of site visit experience when scrutinizing students work. The AB resolved that teaching staff should expose students to site visits and teach about the building regulations, standards, and communities. Moreover, they must provide support to students through scaffolding the tasks and conduct workshops to empower students regarding site visits.

13 Review of courses

Bachelor of Science in Architecture (BAS Year 1)
 Architectural Design (AAV 100)

13.1 The aims and objectives stated in the module outline acknowledge the fact that NMU is in the Eastern Cape, this suggests that, at the centre of the design curriculum, the student should have enough local context in the project list. Indigenous knowledge systems must be analysed

critically for the purpose of unpacking principles of sustainable architecture which is at the core of vernacular architecture.

13.2 The design curriculum should put more emphasis on green building principles, starting from site selection throughout the design phase. The material choices during construction phase, energy efficiency, water conservation, waste reduction and urban landscaping need more exploration in ALS design curriculum. A lot of emphasis on human health and comfort during design process need more exploration and mitigation of visual impacts need rigorous exploration.

History of Art and Architecture (AEV 100)

13.3 The module content includes a strong focus on vernacular architecture and a focus on Africa. The lecture list shows that the content also includes Western architectural development from pre-historic to contemporary times. This becomes a vast number of different periods all covered in one year. There seems to be no alignment with the theory module, which tends to focus strongly on modernism. Thus, there is a missed opportunity to learn the design principles of form, space, and order, as well as the concept of place and dwelling through the history that is being studied. The theory module must be strengthened through integration with theory. The assignment list indicates alignment with the design modules. The focus on analysis in the assignments is commendable.

13.4 It was evident from the student evaluation documents that the module was not effectively taught in 2022 due to a change in lecturers - students had also stated that they do not have a lecturer for some time. It is concerning that the module has only one hour of contact time per week, specifically considering the volume of content included in the course outline. The department must attend to these challenges and ensure that they are addressed within 24 months from receipt of the report.

Detail Design and Construction (ACDV 100)

13.5 The integration of Design and Construction in the 1st Year studio works well in emphasising the importance of an integrated design resolution. The tutorial preparing the students for municipal submission drawings is appropriate and commendable. There is very good use of several modes of assessment, including studio projects, tutorials, reports, and examinations. The external moderators were all very complimentary about the subject and its integration into the studio. The work produced is of a standard output and this could be improved through “providing precedent studies on their given building typology to provide a technical analysis of the same kind of building (they) are grappling with in their design.” Materials costs, Construction and detailing require more “facetime” for student improvement.

Environmental Studies (KSEV 101 & 102)

13.6 The evidence of research and tutorials could not be found. The integration with Design and Structures Construction in the 3rd Year studio must be improved. There is good vertical development. Further, horizontal collaboration is essential. The course specific pedagogy over the three (3) years is good, and well suited to work-readiness. There was also no evidence of assignments found. The tests are relevant and well-structured. The external moderator's report was not found. The AB raised concerns over the high failure rate and a remedial plan must be implemented within 24 months to address all the shorting coming identified above and assist students who are struggling.

Structures (KBSV 101 AND 102)

13.7 There is disjuncture between the integration of the Structures offerings and that of the Studio Design and Construction. This is related to the time allocation of the courses. There is a good balance of assignments. The integration of Design and Structures Construction in the 1st Year studio must be improved. The AB raised concerns over the high failure rate. A remedial plan must be implemented within 24 months to address all the shorting coming identified above to assist students who are struggling.

Geometric Drawing (AMV 101)

13.8 This subject brings techniques required for technical working drawings. It exposes the student on how to apply their thoughts in legible lines. It explores line work and geometries.

Site Surveying (ASSV 101)

13.9 The module is offered only in year 1. The module is integrated with design and history where students can conduct site surveys that will be used for their design projects. The results indicate several students who missed submissions and eventually failed the module. Through a more integrated approach the pass rate could possibly improve. The lecturer that was teaching the module retired at the end of 2022 which means a new staff member will have an opportunity to bring new life into the module. It would be more appropriate if the module is taught by a staff member who is also teaching in the design studio.

Architectural Presentation Techniques (AAAV 100)

13.10 This module is presented as a hand drawing techniques class during first half of the year and as an introduction into AutoCAD during second half. The module is aligned with the competency of Computer Applications. It is an architectural presentation on techniques and geometric drawing Assessed as making and translating into a tactile 3d model. Assessment methods are clear and presented by students on paper media. A sensible way to educating how to

make a 2d form into 3 forms, is to projects parametric techniques that will be learnt in the later year. The subject begins to force the learner to think and learn to communicate out their ideas on paper media.

13.12 This module introduces model making as a means of communicating and exploration. The assignments issued explore a vast exposure to architecture. The module ends with an urban named project; however, it explored municipal submission drawings of a building in an urban context, which seems misplaced. Students however feel inundated by drawing technique and model making done in one project. There are some excellent interpretations of the brief by the students. Students do appreciate how the model making enables them to see and review their own errors in the proceeding drawings. There is a need for more group work. The module is accessible to all and translatable by all and it is transformative.

Architectural Theory (ATV 100)

13.13 The focus of the module in year 1 is on introducing theory with a practical focus. The module is integrated with the design studio. These are valid at this level of study, but there is a concern about how the theory module prepares students for year 2. There needs to be more rigour in placed in year 1 to ensure that students meet the outcomes and are prepared for year 2. Students raised the time allocation as a concern. Students noted that the relationship between design and theory was not always clear. A remedial plan must be implemented within 24 months to address all the shorting coming identified above.

Architectural Design (AAV 200) Year 2

13.14 The aims and objectives stated in the module outline acknowledge the fact that NMU is in the Eastern Cape - this suggests that at, the centre of the design curriculum, the student should have enough local context in the project list. Indigenous knowledge systems must be analysed critically for the purpose of unpacking principles of sustainable architecture which is at the core of vernacular architecture.

13.15 Indigenous knowledge systems must be analysed critically for the purpose of unpacking principles of sustainable architecture which is at the core of vernacular architecture. The design curriculum should put more emphasis on green building principles, starting form site selection throughout the design phase. The material choices during construction phase, energy efficiency, water conversation, waste reduction and urban landscaping need more exploration in ALS design curriculum. A lot of emphasis on human health and comfort during design process need more exploration and mitigation of visual impacts need rigorous exploration.

History of Art and Architecture (AEV 200)

13.16 The course outline indicates the relationship between African and Western architecture and

urbanism. However, the module content also focuses on local and African histories and heritage, specifically through the assignment. Assignments 1 and 2 seem to be the same, except that one is a written essay, and the other is focused on a graphic poster. The lack of critical engagement in the poster is a concern and the examples show a pure graphical focus.

13.17 There is no alignment with other modules in the year. The development of architecture through the ages in different places needs to be included in the assignments. The exposure of students to an international conference is commended. There needs to be an ethical consideration in the assignments, which needs to include community engagement. The student feedback highlighted that there is too much focus on personal heritage rather than architectural history to learn from architectural structures, materials, and design principles through the ages. A remedial plan must be implemented within 24 months to address all the shorting coming identified above.

Detail Design and Construction (ADCV 200)

13.18 The pedagogy is adequate and varied. There is some concern that students will merely „look-up“ standard details that are unrelated to their design project proposals. There remains, as verified by the Lecturer, a lacking in the integration and focus into the Studio projects, even though the Working Drawings (Task 3) is based on the studio project. While horizontal progression needs improvement, vertical integration is good. There seems to be a heavy emphasis on timber and timber detailing that possibly requires consideration in relation to the ongoing studio projects at the time. The moderator confirms the accuracy of the marking and the contents of the assessment material.

Environmental Studies (KESV 201 & 202)

13.19 There are lectures and research done, although evidence of research and tutorials could not be found. The integration with Design and Structures Construction in the 3rd Year studio needs to be improved. There is good vertical development. Further horizontal collaboration is essential. The course specific pedagogy over the three (3) years is well presented and well suited to work-readiness. There was no evidence of assignments found. Tests are relevant and well-structured. The external moderator's report was not found. The AB raised concerns over high failure rate. A remedial plan must be implemented within 24 months to address all the shorting coming identified above to assist the students who are battling.

Structures (KBSV 201 AND 202)

13.20 There remains some disjuncture between the integration of the Structures offerings and that of the Studio Design and Construction. This is related to the time allocation for this module. There was a good balance of assignments found. The integration of Design and Structures Construction in the 1st Year studio needs to be improved. There is a good use of tutorials and tests and the 2021 assessments and course outlines were provided. Marking is fair and accurate. The

AB raised concerns over high failure rate. A remedial plan must be implemented within 24 months to address all the shorting coming identified to assist the students who are battling.

Architectural Computer Usage (ACUV 200)

13.21 The Computer Usage module is integrated vertically from the second to the fourth year. It is taught by the same lecturer across the years which allows for vertical integration. However, students may benefit from guest lecturers from time to time. This school has three (3) computer labs, a forty-five (45) computer station for the undergraduates, a ten (10)-computer station for the honours program and another ten (10) computer station for the master's programme. The labs are also used for lectures and are accessible 24 hours, seven days a week.

13.22 Computer lab spaces are just adequate within the limitations of the school. ACUV 202 (6 credits) module introduces digital design methods prevalent in mainstream architectural practice and provides an introductory level to the basic of 3D modelling and the production of drawings from models. It is offered in the second semester.

Architectural Presentation Techniques (AAAV 200)

13.23 This module is structured as a "tools giving" class. It is formed on the foundations that it is imperative to be exposed and be given tools that will enable the visual outcome as any student would want their idea to be read and read correctly. It centres on conceptual thinking around presentation. It explores art, design, and the digital space as ways of communication of design intent. It places tools of skill in the hands of the learner with various soft wares such as Gimp, Inkscape, and Scribus. It builds well on 1st year as it takes hand technique into computer technique. The idea is that if the student will have the tools to communicate from the beginning of their studies.

13.24 This module is very contemporary and evolves with the changes in the profession. Its foundation is set from the pre-renaissance ages through to modern day conceptual art. It responds to the competency of computer applications with an excellent basis. It also brings in some architectural history and theory by the two assignments. Assignment 1 is history based by early exploration, expressionism and then abstraction. Assignment 2 is more tactile as it explores the techniques of communication of the Art, Social and political and Architecture. The folder had evidence for only two (2) assignments.

13.25 The moderator's report recommended that the two (2) students - Ferreira and Jones whom received zero as a mark - each should have been given 40 percent. The concern is that there is no

commentary as to why this should be. Comments need to be included in all reports on the student feedback reports. A remedial plan must be implemented within 24 months to address all the shorting coming identified on this module.

Architectural Theory (ATV 200)

13.26 The scope of the year two content is very broad and tends to include a historical overview of theory in semester 2. The assignment 1 provides very limited information for the students to follow. The Assignment 2, which is an essay, focuses only on the teaching of semester 1. There seems to be no alignment between design and theory. A remedial plan must be implemented within 24 months to address all the shorting coming identified on this module.

Year 3 -Architectural Design (AAV 300)

13.27 The aims and objectives stated in the module outline acknowledge the fact that NMU is in the Eastern Cape - this suggests that at, the centre of the design curriculum, the student should have enough local context in the project list. Indigenous knowledge systems must be analysed critically for the purpose of unpacking principles of sustainable architecture which is at the core of vernacular architecture.

13.28 The indigenous knowledge systems must be analysed critically for the purpose of unpacking principles of sustainable architecture which is at the core of vernacular architecture. The design curriculum should put more emphasis on green building principles, starting form site selection throughout the design phase. The material choices during construction phase, energy efficiency, water conversation, waste reduction and urban landscaping need more exploration in ALS design curriculum.

History of Art and Architecture (AEV 300)

13.29 The course outline indicates the relationship between African and Western architecture and urbanism. However, the module content is focused on local and African histories and heritage, specifically through the assignment. Assignments 1 and 2 seem to be the same, except that one is a written essay, and the other is focused on a graphic poster. The lack of critical engagement in the poster is a concern as it reads, and the examples show a pure graphical focus. This must be addressed within 24 months.

13.30 There is no alignment with other modules in the year. The development of architecture through the ages in different places needs to be included in the assignments. The exposure of students to an international conference is good. Care should be taken to ensure that ethical considerations of the assignments, which include community engagement, are well considered by the lecturer and the students. Student feedback highlights that there seems to be too much focus on personal heritage rather than architectural history to learn from architectural structures.

materials, and design principles through the ages. This must be addressed within 24 months.

Detail Design and Construction (ADCV 300)

13.31 Comprehensive. The range of lectures, site visits, tutorials, and informed studio technical drawing relating to their Design Project is commendable. As the Lecturer teaches both 2nd and 3rd year classes, there is very good continuity. Good preparation for the Honours level. There is room for better horizontal integration between lecture material and studio assignments.

Environmental Studies (KSEV 301 & 302)

13.32 This module consists of lectures and research, although evidence of research and tutorials could not be found. The integration with Design and Structures Construction in the 3rd Year studio must be improved. There is good vertical development in the module. Further horizontal collaboration is essential. The course specific pedagogy over the 3 years is well-structured, and well suited to work-readiness. There was no evidence found for assignments. Tests are relevant and structured. The external moderator's report was not found. The AB raised concerns over high failure rate. A remedial plan must be implemented within 24 months to address all the shorting coming identified on this module. As well as to assist the students who are battling.

Structures (BBSV 310 AND 302)

13.33 There is disjuncture between the integration of the Structures offerings and that of the Studio Design and Construction. This relates to the time allocation to the service courses. There is a good balance of assignments. The integration of Design and Structures Construction in the 1st Year studio must to be improved. There is a good use of tutorials and tests and the 2021 assessments and course outlines were provided. The marking is fair and accurate. The AB raised concerns over high failure rate. A remedial plan must be implemented within 24 months to assist the students who are battling.

Professional Practice (ASV 401)

13.34 This professional practice module introduces the student to the administrative side of architecture. It commences with the client architectural agreement, the building contract and the compilation and cataloguing of all required drawings that will be issued and getting payments in. This component of payments is handled with professional fee assignments, SACAP stages and calculating VAT.

13.35 The entire exploration of working drawings and title blocks is dealt with in depth. The introduction of such in the 3rd year brings the student's understanding that their design exploration needs to be documented correctly, contracted correctly and sufficiently. It communicates to the student the importance of contract documentation and administration competency in an advanced manner. The teaching manner and scope was found to be satisfactory.

Architectural Computer Usage (ACUV 300)

13.36 The ACUV 300 (10 credits) module has been taught as a year module. This has increased the workload of the students. It is also being taught as a block, but student assessment is only completed at the end of the year. The external moderator noted that there might need to be a mid-year assessment for the module apart from the year-end final assessment.

Architectural Theory (ATV 300)

13.37 The outcomes and content are appropriate to NQF level 7. The module includes a series of lectures and seminars towards the end of the year. However, the module assessment strategy is not clearly aligned with the criteria of NQF level 7. There was no evidence of how the theory module integrates with the design and history module. The position paper at the start of the year is concerning as students at this level of study are not able to limit themselves to a specific philosophy for their architectural approach. A remedial plan must be implemented within 24 months to address all the shorting coming identified on this module.

Bachelor of Honours in Architecture (BAS Hons) Advanced Construction (ACA 400)

13.38 Teaching methods include in-person lectures and online lectures. Guest lecturers are also invited from time to time. The students are taken to on-site visits to see practical examples of construction projects. Students are given crits during studio periods, either in-person or online.

13.39 The Constructive feedback should be given to the students and progress assessments should be implemented. This should include the record keeping of students' marks, lecturers' CVs, etc. A general review and improvements in the study materials and guides is required. There was no evidence of a moderation report. A remedial plan must be implemented within 24 months to address all the shorting coming identified on this module.

Professional Practice (ASV 402)

13.40 The purpose of the module at this degree level is to bring the student into professionalism and to study the Acts that govern the profession. The subject is aligned well and addresses how to start a practice and the types of practices - as well as ethics of practice and the code of conduct. The third semester is the procurement methods of contracting the builder and contract administration. It is presented as contact lectures. Students find this module stimulating.

Architectural Design (AAV 400)

13.41 This is a relatively new programme in the department and is due to be evaluated by the end of 2023, which will be three years after it was first offered. It is a studio-based course and is currently run as a year programme. The focus of the module is on architecture as the making of buildings and tackles design issues of architecture and urbanism, architecture and ecology,

heritage, and architecture for development. This has been well demonstrated in the students' work and consistent in the documentation presented for review.

13.42 Research techniques and ethics for data collection, analysis and presentation and creating an argument in the form of critical thinking could be more rigorous to give better alignment to the NQF level, which relates to the basics of conducting research – conceptual and theoretical framing, data collection and analysis, appropriate research methodology and reporting. The studio sessions are structured on three consecutive days (Monday – Wednesday). This must be adjusted to give students time to make progress on their work in between the studio crits. This must be addressed within 24 months.

Urban Studies (AUSV 400)

13.43 This module needs a review from an Urban Design expert to establish the quality and quantity of Urban Studies module. The review will help the ALS to choose relevant content for this module. The vertical and horizontal progression is not well represented and needs to be reviewed. The marking matrix is not clear in some of the projects. The areas of focus have not been given weighting which clearly defines hierarchy importance. A remedial plan must be implemented within 24 months to address all the shorting coming identified on this module.

13.44 The module in its current form does not integrate very well with design, it needs an urban expert to advise the ALS on the content quality and the quantity relevant for the module. The ALS must consider employing a lecturer with expertise in urban design or experience in urban design practice. A remedial plan must be implemented within 24 months to address all the shorting coming identified on this module.

Architectural Computer Usage (ACUV 400)

13.45 The ACUV 400 (10 credits) is based on the concept of BIM and the design process. Continuous assessment is applied and finalised at the end of the year. This module should be completed in one semester and the number of credits needs to be adjusted. This must be addressed within 24 months.

Architectural Theory and Research Methodology (ATV 400)

13.46 The theory content is relevant and at the correct academic level. The range of assignments provides several opportunities to develop academic writing skills and to build a portfolio of marks. The research component is indicated in the lecture topics, but it is not evident from any of the assignments how the understanding of research methodology is applied or assessed. Due to the SAQA requirements of an Honours qualification to train students as researchers, this needs to be addressed. This must be addressed within 24 months.

13.47 Inclusion of a rigorous research methods teaching and application in all assignments will ensure that the level of master's research also meet the requirements of NQF level 9 even though it is professional qualification.

13.48 The student feedback indicated that some students find the level of theoretical content challenging as their undergraduate programme did not adequately prepare them for this level. A concern is raised in terms of the relationship between design and theory. This is a critical point as it was noted in the master's treatise documents that the documents do not always align with the design outcome.

Master of Architecture (M Arch Professional)

Advanced Construction (ACA 501)

13.49 There is a need to align with the level of complexity required at the exit year Masters level and for the review of study materials and guides to reflect the advanced level of the module. The course content needs to be better aligned to SACAP competencies for the Master's level. A remedial plan must be implemented within 24 months to address all the shorting coming identified on this module.

13.50 At Masters level „application' and „analyses are more applicable. Lectures and design crits are used. There was no evidence of seminars or oral presentations. The markingschemes indicated that students run out of time and do not fulfil the requirements of the module. The module is subject to internal and external moderation; however, the names of internal and external moderators were not provided.

Professional Practice

13.51 This module of professional practice deals with sub-contracts through the JBCC, time delays on projects and penalties as well as price adjustments and methods of dispute resolution. Semester two places the student in an office space and how to make leadership decisions of benefits of diversity, how to work in a team, how to relate with builders as an essential component to the team and how to chair meetings. This final year of professional practice educates the student on Acts within the Built Environment.

13.52 This module is taught in 3rd and 4th year and is above satisfactory. It would be paramount to educate the students on investment of fees, apportioning of operations and how to calculate time vs profit. VAT and Taxes need to be an integral part of the learning system.

Design Treatise (AAV500)

13.53 The treatise year is a culmination of all the learning experiences, and students demonstrate a high level of graphic presentation and intellectual skills in their work. A clear assessment criterion for both design and treatise documents were provided in the course outline, and assessment is carried out by both internal and external examiners. There is a high focus on the making of architecture in the design studios, however, the school would gain from more interdisciplinary research and studios which engage in the impact of architecture on humanity. The programme

outcomes include mainly lower-order learning outcomes and would need to be articulated in line with the higher-order learning outcomes applicable at the master's level.

Urban Studies (ATAV 500)

13.54 Vertical and horizontal relationships between ATAV 400 and ATAV500 needs to be looked at. The marking matrix is not clear in some of the projects. The areas of focus have not been given weighting which clearly defines hierarchy of importance. Some of the projects have been given clear rubric system with no weighting.

13.55 A remedial plan must be implemented within 24 months to address all the shorting coming identified on this module.

Architectural Theory (ATV 500)

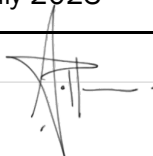
13.56 This module is well integrated with the design modules. The examples of work that was reviewed indicated a high standard of graphic presentation. The theoretical focus of the documents is well-structured and most examiners indicated that the treatise informs the design outcome. There is a marked difference between internal and external examiners. Internal marks are more realistic. It is recommended that all examiners have a master's qualification or higher.


13.57 It was observed that the example treatise introduced a broad range of theoretical concepts, but the chapters do not provide a link to how these relate to each other or a conclusion at the end of the chapter. Similarly, chapter 3, which is stated to be a contextual analysis, presents a range of concepts applied to the analysis ending in principles with no logical connecting of the analysis and the concluding section to bring together the range of aspects covered in the chapter.

14. Conclusion

The AB commends the approach and quality of the three programmes, including the dedication of the academic teaching staff and the leadership of the ALS. The Academic standards, including notable efforts, have been observed during the accreditation visit. The ALS has dealt with the issue of transformation amongst student intake. There are currently 86% students enrolled from Quintile 1 (historically disadvantaged students which are funded by NFSAS). All areas that have been identified as requiring remedial action must be addressed. The AB wishes the Head of School and the ALS the very best in this pursuit of academic success.

NMU North Campus Head of School: Mr Andrew Palframan	SACAP AB Chairperson: Mr Kevin Bingham
Date: 20 July 2023	Date: 20 July 2023



Signature:	Signature: 
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15. 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					
Category	BAS 1	BAS 2	BAS 3	BAS Hons	M.Arch Prof
Design	Architectural Design 1	Architectural Design 2	Architectural Design 3	Architectural Design 4	Architectural Design 5
Theory and History	History of Art and Architecture 1	History of Art and Architecture 2	History of Art and Architecture 3	Urban Studies 4	Urban Studies 5
	Architectural Theory 1	Architectural Theory 2	Architectural Theory 3	Architectural Theory and Research Methodology 4	Architectural Theory 5
Construction and Services	Detail Design and Construction 1	Detail Design and Construction 2	Detail Design and Construction 3	Advanced Construction 4	Advanced Construction 5
	Environmental Studies 1	Environmental Studies 2	Environmental Studies 3		
	Structures 1	Structures 2	Structures 3		
Professional Practice			Professional Practice 3	Professional Practice 4	Professional Practice 5
Tools of Production	Architectural Presentation Techniques 1	Architectural Presentation Techniques 2			
	Site Surveying	Architectural Computer Usage 2	Architectural Computer Usage 3	Architectural Computer Usage 4	
	Geometric Drawing				

Annexure C: Validation Board Schedule

24 – 26 April 2023

NELSON MANDELA UNIVERSITY		
DEPARTMENT OF ARCHITECTURE_		
TIME	ACTIVITY	PERSONS/INVOLVED
Friday, 21 April 2023		
10:00 - 12:00	Pre-meeting of the Accreditation Board (AB)	AB
Day One _ 24 April 2023		
08:00 - 08:15	Introduction by AB Chairperson of Board Members and by the HoS of ALS of staff members_ <i>online</i>	AB, HoS, all staff
08:15 - 09:45	Presentation 1 Summative self -appraisal by HoS: Architecture. Requirements in Appendix C Presentation 2 by staff of the Department of the outline of the academic programme. Requirements in Appendix C	AB, HoS, all academic staff
09:45 - 10:00	Tea Break	
10:00 - 10:30	Private meeting with HoS and DoS	AB, HoS, DoS
10:30 - 12:30	Members of the AB divide their time between inspection of portfolios and other exhibited work.	AB
12:30 - 13:30	Lunch (staff and physical AB lunch in the department)	
14:00 - 14:30	AB meets Dean EBET	AB, Dean
14:30 - 17:00	Members of the AB divide their time between inspection of portfolios and other exhibited work. On site: Visits workshops, library, studio, computer facilities and informal discussion with staff and students on the floor	AB AB, HoS, DoS
Day Two _ 25 April 2023		
08:00 - 09:00	AB reflects on evidence presented and discusses the format of interviews to follow.	AB
09:00 - 10:00	AB meets with students and graduates	AB, students, graduates

10:00 - 10:30	Tea Break	
10:30 - 11:30	AB meets with external examiners and moderators	AB, examiners
11:45 - 12:45	AB meets with full-time and part-time staff (no HoD)	AB, all staff
12:45 - 13:15	AB meets Dean EBET	AB, Dean
12:45 - 13:45	Lunch	
13:45 - 17:00	Private meeting of the AB to agree on general findings and report content. The AB drafts statement and outline report.	AB
Day Three _ 26 April 2023		
08:00 - 11:45	The AB works on the verbal validation statement and draft written validation interim report. AB prepares for meeting with senior management.	AB
13:00 - 14:00	The AB meets with senior management to convey findings and hand over statement.	AB, VC, DVC, Dean and Deputy Dean
13:00 - 14:00	Lunch	

For the SACAP Validation Board

Name & Surname	Email	Cell phone Number	Role
Mr Kevin Bingham	kgingham@gmail.com	083 432 4354	VB member (Chairperson)
Dr Judith Ojo- Aromokudu	tinuke@mweb.com	083 992 4644	VB member
Tsabi Shongwe	tsabilerotholi@arch-live.co.za	060 843 8863	VB member
Mr Charles Nduku	ndukun@nnarch.com	082 899 4526	VB member
Andrew Thompson	andrew@thembela.co.za	082 774 3142	VB member (physical inspection)
Ms Magdalena Cloete	Magdalena.cloete@ukzn.ac.za	084 405 9602	VB member
Mr Mzwakhe Hlatshwayo	Mzwakhe.Hlatshwayo@sacapsa.com	066 262 2802	VB Secretary