

Appendix D

ARCHITECTURAL LEARNING SITES: EVIDENCE PREPARATION

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

1. PART A: PRESENTATIONS

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

a. PRESENTATION BY THE HEAD OF THE ALS

<p>This presentation relates to the summative self-appraisal of the ALS report. This presentation is only aimed at defining the ALS's benchmark for acceptable performance in each year of study and is not to be regarded as an opportunity to display the ALS's best work. The presentation should address responses to previous SACAP report and changes introduced to since the last visit and a reflection on the ALS's perception of its own strengths and weaknesses. The presentation should be clear, legible and succinct. It should not exceed 30 minutes. The VB will already be familiar with the ALS report, so this presentation may concentrate on examples or further explanations of each of the topics listed below. The topics are the same as for the ALS report.</p>	
<ol style="list-style-type: none">1. ALS pedagogic position, impact and future vision2. Transformation: Include an overview of student and staff demographics and a reflection on qualitative measures in place which address transformation.3. Programme design: Concentrate on the strategic objectives of each of the qualifications offered4. Teaching and learning5. Assessment6. Staff7. Students8. Operational strategies9. Research and practice10. Community engagement11. Links to academia, practice and the profession12. Administration13. Quality assurance	

b. PRESENTATION BY ACADEMIC MEMBERS OF STAFF

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

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

2. PART B: CURRICULUM CONTENT, STUDENT WORK AND ASSESSMENTS

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

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

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