



Report of the SACAP Accreditation Board to the University of Johannesburg Graduate School of
Architecture

The purpose of the accreditation visit is for Continued Accreditation.

15 - 17 May 2023

Final Report



Lists of Acronyms

AB	Accreditation Board
ALS	Architecture Learning Site
B. Arch	Bachelor of Architecture
CA	Canberra Accord
CASS	Continuous Assessment
Cr	Credit
CBE	Council for the Built Environment
CHE	Council on Higher Education
DHET	Department of Higher Education and Training
M Arch	Masters in Architecture
NQF	National Qualifications Framework
PPE	Professional Practice Examination
PrArch	Professional Architect
SACAP	South African Council for the Architectural Profession
SER	Self-Evaluation Report
SoA	School of Architecture
UJ - GSA	University of Johannesburg Graduate 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 grants, refuses, or withdraws accreditation to all educational institutions and their educational programmes regarding architecture.

1.2 On the 15 – 17 May 2023, the AB undertook an accreditation visit to the University of Johannesburg Graduate School of Architecture (UJ-GSA) to assess the following qualifications:

- a) Bachelor of Architecture Honours - BArch (Hons)
- b) Master of Architecture - M. Arch

1.3 Following the accreditation visit, the UJ - GSA is commended for the development and implementation of an alternative curriculum strategy based on transformative pedagogy and the Unit system. This is the main strength and intent of the school. There is clear evidence in the student work as well as through the feedback from students, staff, and external examiners that this intent is very successfully executed. Students not only explore different ways of researching and making architecture but show evidence of critical and transformative thinking that may impact their life's practice.

1.4 The AB commends the ALS for implementing an experiential learning teaching model. The unit system places a strong emphasis on hands-on, experiential learning. Instead of solely relying on theoretical lectures and examinations, students engage in practical projects and real-world scenarios. Students work on design briefs, conduct site visits, create physical models, and participate in community engagement initiatives. This enhances the experiential approach towards students' understanding of the practical aspects of architecture and helps them develop crucial skills through active engagement. Furthermore, this aspect promotes freedom to choose interests with a flexible curriculum which equates to access and acceptability of students from various backgrounds.

1.5 The AB further noted that the teaching and learning system at GSA, especially the Unit system, enforces critical thinking and problem-solving skills by presenting students with complex architectural challenges. Through project-based learning, students learn to analyse problems, propose innovative solutions, and evaluate the potential impact of their designs. Students are encouraged to question assumptions, consider multiple perspectives, and develop a strong design rationale. Interdisciplinary collaboration among students and professionals from different disciplines is also promoted.

1.6 The AB also commends the ALS on its student-to-staff ratio of 1: 10 which allows for a significant impact on the learning experience at the ALS. Moreover, the staff is commended for its meaningful effort in guiding the student body and for the innovative outcomes evident in some aspects of student submissions and verbal responses. There is a healthy cross-section within the teaching staff in race, gender, and age. The new building will provide the opportunity to deliver the positive transformative and aspirational creative environment the staff have worked hard to materialise.

1.7 From the 2018 accreditation visit, the AB raised these points: permanent appointments of key staff members, design realisation, and course outline. In responding to the recommendations of the previous accreditation visit, the ALS appointed Prof Mark Raymond as a Director of the GSA and one permanent lecturer. In addition, the course 'Design Realisation' - now renamed 'Making', was prioritised and has become a critical and central focus of the academic development of the programme. Lastly, the course description has been improved and the Unit systems were created and managed by course conveners.

1.8 The Council has considered the report of the AB and it is satisfied with the outcomes of the assessment of the GSA. The UJ-GSA satisfies the minimum accreditation standards for the programmes. The GSA is granted unconditional accreditation.

2. ACTIONS REQUIRED BY UJ-GSA

2.1 Unified Assessment

The AB recommends that the next accreditation visit to the ALS takes the form of a unified assessment of UJ-DoA and UJ-GSA programmes. This is recommended with the view of ensuring effective vertical progression and student development between programmes whilst preserving the unique and distinctive qualities and characteristics of the two divisions.

2.2 Appointment of Advisors

The AB notes that some of the essential recommendations from the previous AB report specifically those regarding outcomes related to spatial and technical resolutions and the translation of conceptual work into architectural projects that can be tested under the SACAP competencies have not been adequately addressed.

The AB recommends the appointment of two approved advisers nominated by UJ-GSA and approved by SACAP to support this process and the following staged reporting schedule on how the specific concerns are addressed by the school over the next 24 months.

2.3 Reporting

2.3.1 Report 1 – 3 months

UJ-GSA to submit a report to the AB within three months of the issue of this report with details of the proposed advisors and a proposed structure for their engagement in addressing the above recommendations.

2.3.2 Report 2 – 12 months

UJ-GSA to prepare and present a report to the AB within 12 months of the issue of this report with evidence of the implementation of a strategy for the effective alignment of the M. Arch programme outcomes with SACAP Competencies at Professional Candidate Architect Level¹.

This is intended to demonstrate the commitment of the ALS to the recommendations surrounding the need for more effective alignment of the MArch outcomes with technical competencies.

2.3.3 Report 3 – 24 months

UJ-GSA to prepare a report to the AB within 24 months of the issue of this report to report on progress in addressing the following:

Transformation

Prioritising the Identification and permanent appointment of skilled and qualified architectural academics who are black South African citizens;

Empowerment and development of young black academics at UJ through qualification and leadership skills;

Continued appointment of Unit Leaders and Unit Tutors with architectural teaching and post-graduate supervision experience;

Engagement with UJ administration on the creation of extended contracts of up to three years for part-time staff;

¹ The AB may recommend revocation of the full accreditation status if the implementation of this requirement is not satisfied.

Implementation of research output as key staff performance indicators to support the transformation agenda of the GSA;

Continued engagement with UJ-DOA staff in the supervision of MArch research;

Prioritisation of local examiners over international examiners.

Curriculum and Assessment

The MArch learning outcomes are required to inform student projects to a greater extent. Theoretical underpinnings must be clear in the evidence (project) and should be developed into architectural solutions that include urban, spatial, and technical perspectives;

Exploration and development of vertical alignment with the DOA curriculum;

Continued development of the Making module and the formalisation of this with appropriate credits.

Teaching and Learning

All Units to offer essential design and technical principles at an advanced level;

Clear definition of learning outcomes, scope, and assessment criteria across Units to ensure accountability and to maintain quality standards;

Appropriate assessment methods (and where appropriate, rubrics) to be implemented to ensure consistent evaluation of student performance.

Teaching staff and External moderators/examiners

Investigate the concerns of part-time staff regarding annual appointments;

Encourage staff interaction, at all levels, across the DoA and GSA to foster staff development, and to further collegiality.

Student Matters

Address issues of safer, affordable, and easier access through the provision of transport between UJ campuses.

Facilities and Resources

The faculty and the ALS leadership must liaise and seek to ensure adequate budgetary allocations for equipment and amenities to ensure the continued and effective development of the GSA at a critical stage of its growth and development.

3. Introduction

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

- 3.2 The accredited qualification enables graduates to register with SACAP as Candidate Architectural Draughtsperson (CAD), Candidate Architectural Technologists (CAT), Candidate Senior Architectural Technologists (CAST), and 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.

4. Aims and Objectives

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

- 4.2 The SACAP accreditation system is substantially equivalent to all Canberra Accord signatories. This means that the SACAP accredited architectural Masters programmes are internationally aligned to enable the portability of architectural qualifications internationally. The accreditation visit to the UJ-GSA was focused on the evaluation of the Bachelor of Honours in Architecture (B. Arch Hons) & Master of Architecture (M Arch).

5. SACAP Criteria for Evaluation

- a. 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.

- b. 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 focus on the ALS's ability to deliver architectural qualifications. This includes, but is not limited to the quality, relevance of teaching and learning of design, research, the nature of the ALS learning environment, and the extent of available resources for both staff and students. These aspects are set out on the evaluation matrix and the subject/module/unit review template.

6. Members of the Accreditation Board

The SACAP Accreditation Board consisted of Mr Kevin Bingham (AB Chairperson), Dr Lawrence Ogunsanya (AB member), Dr Hermie Delport (AB member), Ms Mathebe Aphane (AB member), Mr Charles Nduku (AB member), Ms Nomagugu Mancu (AB member), Mr Wilfred Achille (International member) and Mr Mzwakhe Hlatshwayo (SACAP secretariat).

7. UJ -GSA Report

- a. The GSA was formally established in 2016, offering the professional MTech programme in architecture as a continuation of the programme then offered by the Department of Architecture. At the time of the last SACAP Accreditation Visit in 2018, the programme design was under review and was subsequently modified to comprise two degrees, the BArch (Hons) and the M.Arch.
- b. These two degrees are offered as a joint programme leading to the SACAP (PrSArchT- Professional Senior Architectural Technologist) in the case of the BArch (Hons) and the SACAP (PrArch - Candidate Professional Architect) in the case of the M.Arch. The new qualifications came into effect in 2019/20. This Report and the documentation are submitted for Accreditation by SACAP as the development of the MTech into the current formulation.
- c. The 2018 Accreditation Panel, in their report granted unconditional accreditation to the UJ GSA, recognising the introduction of the Unit System as innovative and a

'bold and positive move for architectural education in South Africa'. Building on this encouragement, the UJ GSA has worked assiduously to advance the innovative project this new School represents, to constantly seek feedback from students, staff, peers, and professionals and to follow the specific recommendations elaborated in detail in this report.

- d. The focused and dedicated commitment to **transformation** through what is referred to as Transformative Pedagogies – a foundational concept of the UJ GSA established by founding UJ GSA Director, Prof Lesley Lokko. Transformative Pedagogies represent a new set of pedagogies conceived of as a set of creative practices in which diversity – of medium, perspective, approach, and context – is key. The GSA sustains a space of teaching, learning and research – a safe space where transformative culture can develop and flourish as our main and fundamental focus.
- e. In 2022, the GSA offered 6 Units; in 2023, this was expanded to 9 Units. The Unit System is unique in its move away from the traditional curricular structure that characterises typical architectural educational models with its grounding through year-long engagement in a vertical studio – shared by B.Arch. (Hons) and M. Arch students – a community of practice and design research built around the specific interests, motivations and concerns of the Unit Leaders and the broader transformative thinking embraced by the school.
- f. **Future Vision:** The school from the outset, has adopted an arguably radical and critical stance about the conventional appreciation of what constitutes professional practice whilst still aspiring to offer rigorous, relevant, and appropriate professional architectural education. The UJ GSA intends to continue this innovative and venturesome trajectory of transformative architectural education, expanding reach through the incremental expansion of the programmes within the school, increasing the number of students, developing and expanding commensurate teaching capacity and through the alignment of complementary studies in design, architectural history, and theory and through practice-based research.

8. UJ GSA Facilities Report



Photo 1: JBS Park Gate Entrance, 69 Kingsway Avenue, Auckland Park, Johannesburg facilities

Location

The Graduate School of Architecture is located at the JBS Park, approximately 1.3km from the FADA building, where the Department of Architecture and most FADA amenities are located.

Campus Support Facilities

The building has a basement parking for staff. The building houses multiple departments, including the UJ business school. The UJ GSA started occupying the building in the 2023 academic year. The UJ GSA occupies part of the first floor of the building. The GSA has 104 students (61 B Arch Hons + 43 M Arch students).



Photo 2: Entrance to the UJ GSA studio, The Operations office and the UJ GSA Studio



Photo 3: The Library space, The UJ GSA Workshop and the planned staffroom

Accommodation

The GSA has divided their space into the following sections: A, B, C, D, E, and F.

Section A

Administration offices (Operations Team offices)

Exhibition/pin-up space

Section B and C

Unit staff offices

Staff common room (where they have tea/coffee and/lunch)

Section C and D

Bathrooms

Students "chill out space" - Space for students to relax and pause.

Unit leaders and Tutor offices - Unit leaders are the lecturers at the GSA who are responsible for the running of the different unit for e.g., Finzi is unit 15X leader. Unit tutor reports to the unit leader in each of the respective units. So, they all have offices at the GSA.

Section D

Deputy Director's office

Shared studio space (+/- 610 sq. m)

Workshop

A library which still needs to be furnished.

Section E

The Researchers' space.

Section F

Director's office

Staff offices

Maker Space

Transport

The students need transport to and from the new building. There is also no transport from JBS Park Station to the FADA building, where the fabrication Laboratory is located. Most students at the UJ GSA do not have private transportation, which disadvantages them.

Access for the students

The building is accessible to the students seven days a week.

Identity

The building is very prominent but still only carries the Johannesburg Business School name.

Security, Reception and Accessibility

The building has university security personnel at the main gate entrance and all the entrances. When entering the main gate to the building, the visitors register with some form of official ID document. The second security staff member sits at the main entrance to the building. The visitor is then escorted to the reception window to fill in the visitor's book. In the basement, where the shared lecture halls and staff parking is located, security personnel patrol the area. The building is accessible to all, including disabled individuals.

Making Space

There is space allocated for the workshop. Currently, the area is mainly used for woodwork and cardboard model building. The space is dedicated to the model-building module. The students must use the Fab Lab located in the FADA building for all other model building facilities. The plan is to procure a laser cutter, model building tables and shelves, 3D printers and all other required fabrication equipment.

Work environment

The shared studio space has good natural light with outside views. The air quality is good. However, the space needs proper workstations and storage space for the student's personal items.

Equipment

The studio space still needs to be adequately furnished. Currently, the department has repurposed the inherited furniture from the building. The GSA can book and use the lecture rooms in the building. The library and the rest of the offices are still to be furnished.

Library

The space has been allocated but has yet to be occupied and furnished—the Department's current library functions from the FADA main library, which is well-equipped. A full-time staff member must be appointed to run the UJ GSA library.

Information Technology

There is space allocated for a computer lab. The GSA has procured six high-performing computers that are still to be loaded with the appropriate software. The UJ GSA students have access to the FADA computer laboratory, which closes at 22h00. The building has free WiFi for the students and staff.

Social Interactions on Campus

The building has a lot of social interaction space outside. There is space allocated for staff and student to socially interact. These spaces still need to be furnished.

General conclusion:

This space is a good home for UJ GSA. UJ GSA students also have access to all FADA facilities, including the main UJ campus Library, study hall (available 24/7) and main campus computer laboratory (available 24/7 but not loaded with architectural software). The space still however needs to be fully equipped and furnished, and requires funding for the GSA to be fully operational and to effectively deliver current programmes and to develop new programmes. The issue of transportation between UJ campuses must be addressed and canteen facilities are notably absent and this must also be urgently addressed.

Commendations

The faculty is commended for making more space available for the UJ GSA in the JBS Park.

The faculty is commended for planning to equip the UJ GSA with a studio, library, workshop, staff and student social spaces and staff offices.

Concerns

The UJ GSA is isolated from the UJ DoA and from the cluster of complimentary creative departments that they used to share space within the FADA building.

The GSA still must be fully resourced; this should be done as a matter of urgency.

Identity and Reception: The UJ GSA should have more visual identity and signage from the outside and the floor it occupies.

The allocated spaces should be adequately furnished.

The studios should be furnished with drawing boards/tables, plug points, storage facilities etc., for the students.

Transport should be provided for the students to travel to and from the FADA building because most of the amenities used by the students are in that building. It is unsafe for students to walk to FADA, especially those struggling financially.

The UJ GSA should procure high-performing computers with the necessary software so that disadvantaged students who are financially challenged can use university computers.



GRADUATE SCHOOL OF ARCHITECTURE
JBS : PARK



GRADUATE SCHOOL OF ARCHITECTURE
JBS : PARK / First Floor

GSA Schedule of Areas								
Floor	Studio	Exhibition	Off/Meeting	Social	Library	Presentation	Makers Space	Total
First Floor	855	330	450	190	65	515	235	2660

Photo 4: Level floors of the UJ GSA building

9. Accreditation Documentation

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

9.2 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 the School to support the information provided in the digital files. However, some crucial information was missing on aspects of the student work as pointed out in the course reviews.

10. Report from the GSA Director : Prof Mark Raymond

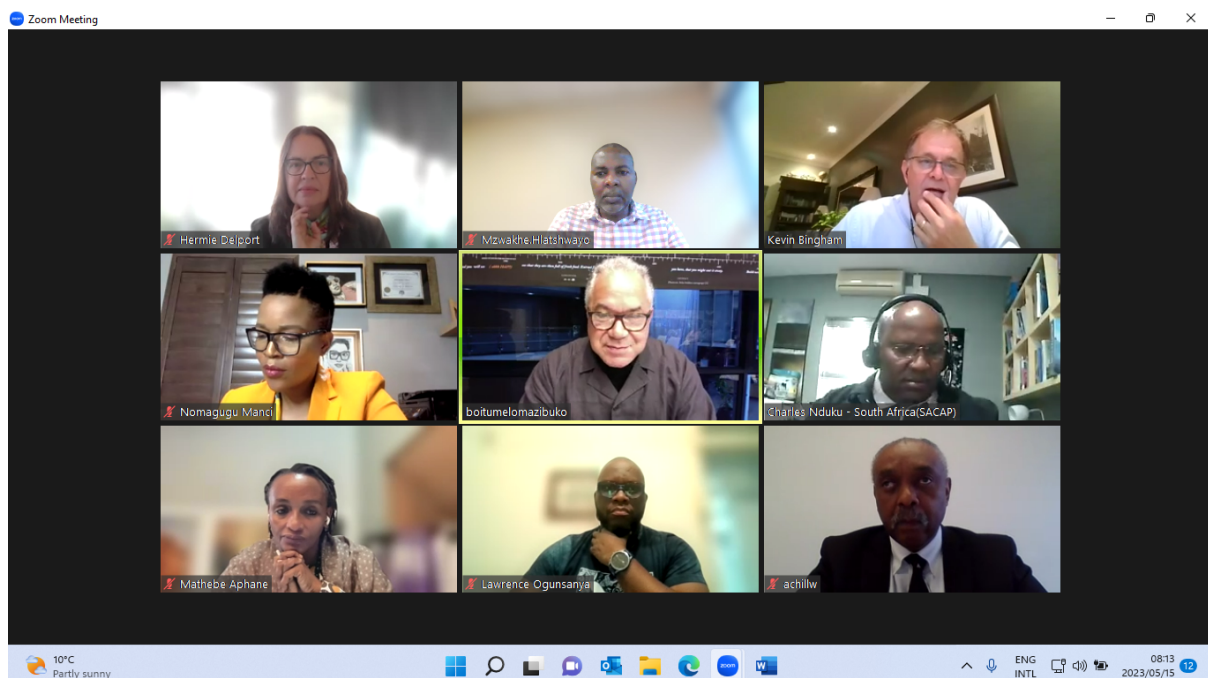


Photo 5: AB members meeting with Director of School (UJ GSA)

10.1 The Director of the school presented the department's mission which clearly defined the mission and mandate of the school and the relationship between the GSA and the DoA. His presentation indicated a full staff complement which is qualified, experienced, and delivering on the mandate. He explained the form and structure of the Unit System and how the system operated in the context of the joint professional programme, supported by researchers, academics, practitioners, and that evolved from the MTech previously accredited in 2018. These programmes offer students opportunities for research, making and design.

10.2 The Director noted that the GSA had faced challenges previously including lack of adequate space which was recently addressed through the provision of accommodation in the JBS Park.. The Director is confident that the department will fare well in delivering the transformative curriculum in the new space and well-equipped lecture rooms once adequate support is received from UJ to fit-out and equip the space. Financial resources were noted as limited, and an increased budget is required to advance the department's goals. The AB applauds the GSA for their efforts in driving a curriculum aligned with SACAP competencies.

11. The interview between the AB and the students

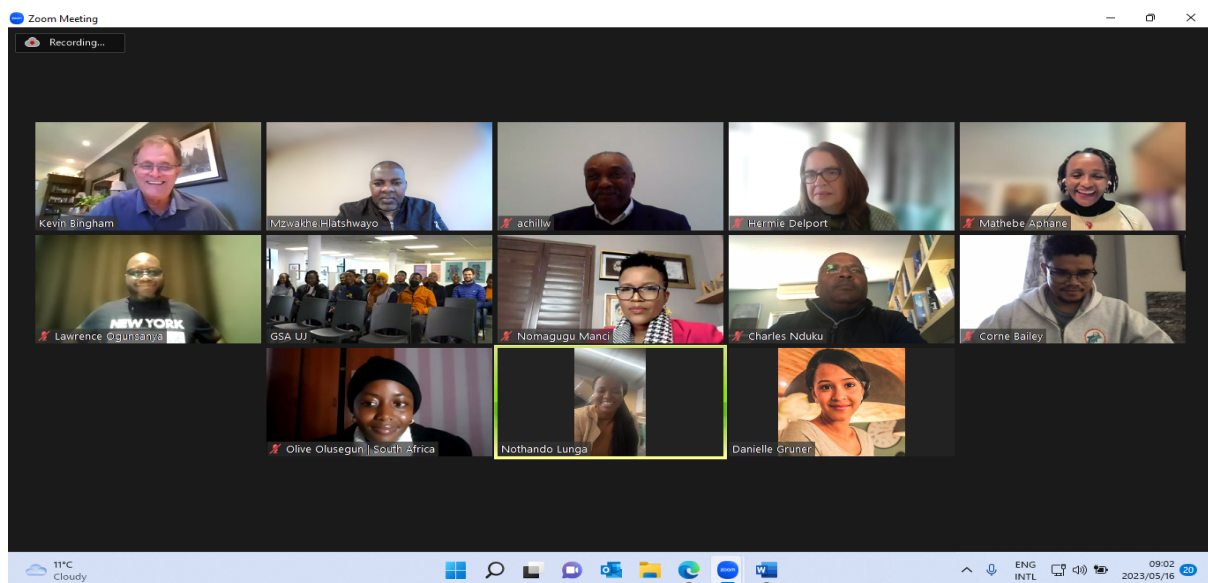


Photo 6: AB meeting with the students

11.1 Former students were excited about the opportunity of meeting with the AB. In their presentation, they attested to the fact that ALS had done an excellent job in preparing them to be entrepreneurs and professional consultants. The skills acquired in the programme allowed them to hold their own in the built environment. They felt confident and adequately equipped to face the requirements in the working environment. It was interesting to note that after completing the junior degree, some students ventured into a different field of interest, namely marketing. Commentary given by the student was that having had this junior degree resulted in her excelling in the marketing space. This bodes well for the ALS because it shows the diversity in the critical thinking encouraged by the ALS—a new way of looking at practicing architecture.

11.2 A former student (part-time lecture) at UJ GSA indicated to the AB that some employers are having challenges with the graduates because their skill in technically documenting and resolving should be better. The employers are generally looking for technicians that can do full

documentation. The students advised that it was worth looking at aligning what students can do when they exit at the M. Arch level in line with the industry expectations. The ALS should conduct a comparative study and assess other MArch courses from other universities for improved alignment.

12. The AB meeting with the Moderators and External Examiners

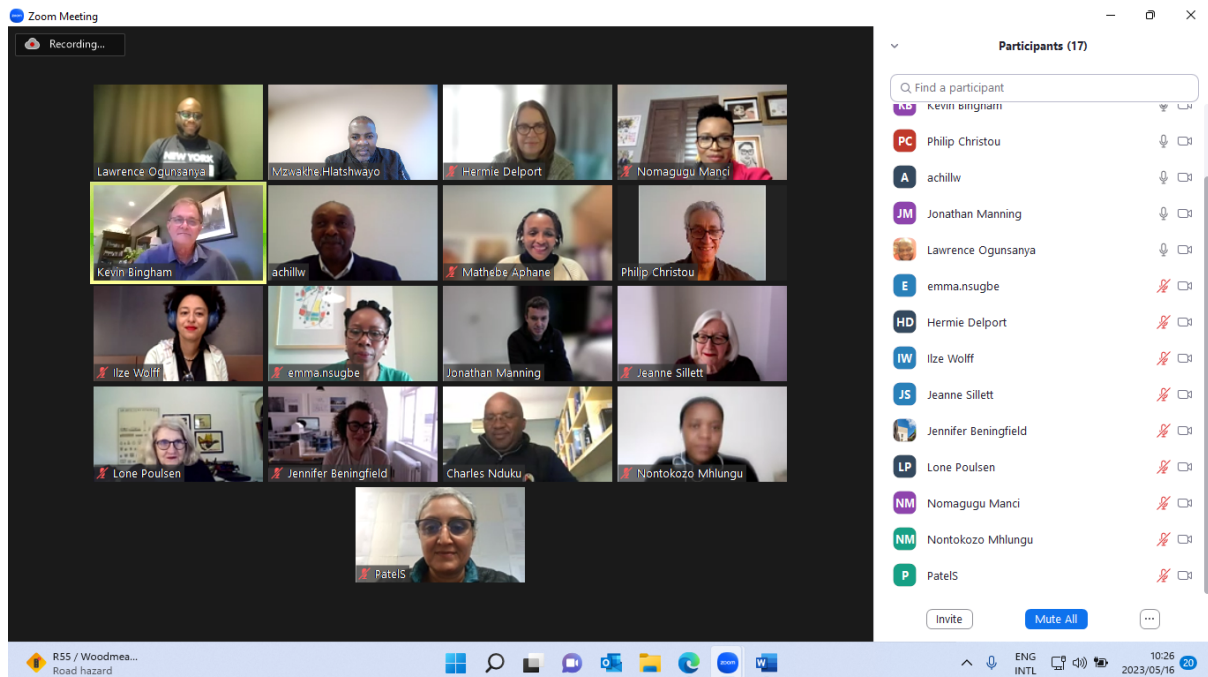


Photo 7: AB meeting with the External Examiners and Moderators

12.1 The ALS had quite a few external moderators present for the interview; of concern, however, was that most were representing the design courses. Other courses, such as History and Theory, did not have external moderators present, which was disappointing given the transformative pedagogies being taught. It was also noted that the ALS had quite a few international external examiners. The ALS needs to look at appointing local external examiners given the transformative pedagogies approach taken and the understanding of the local context.

12.2 The AB noted that the standard of work expected was high and that, given the new teaching and learning methods implemented, it would have been good to see how the mix of students from UJ DoA interacted with the work ethic and teaching methods at UJ GSA. There was also some concern about a lack of integration across these campuses, which was unfortunate given the work ethic and transformative initiatives at UJ GSA. It was also noted that the unit system should be considered a system to be applied from the onset of the Bachelor degrees so that the tangible results can be seen on the impact of its application later in the courses.

12.3 Some external moderators expressed concern about the unit system and its full resolution into practical, tangible outputs for today's work environment. External moderators alluded that

student needed to be fully capacitated to be employable using this curriculum. They noted that the ALS affords a great platform for skills development and can produce critical thinkers and adaptable students. The AB noted concerns about the current moderation process taking place at the ALS and that this needed to be looked at in detail to facilitate improvements in how constructive commentary and inputs to students and staff are relayed. This includes appointing experts for various subjects and training towards completing the moderation tool appropriately.

13. The AB interview with the Teaching Staff

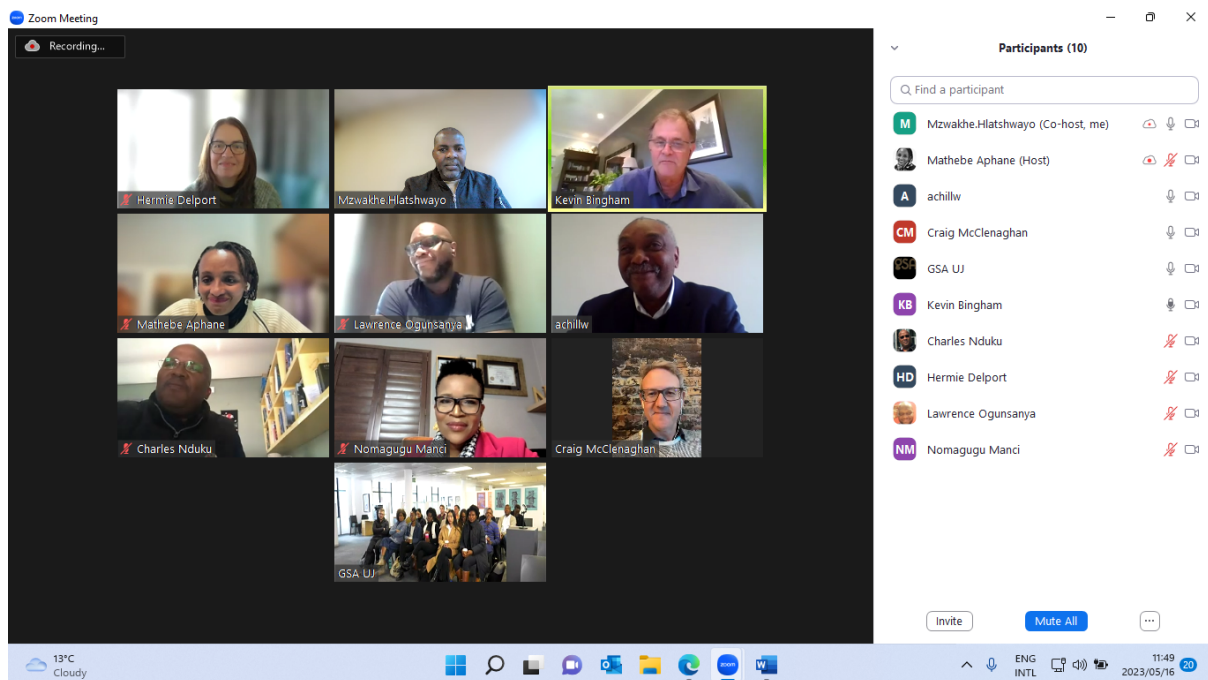


Photo 8: AB meeting with the Teaching Staff

13.1 During the interview of the AB with the staff, the staff emphasized the transformative pedagogy, which is the mandate of the ALS. To fulfil this mandate, three sessions are held per year: 1) to discuss the units (teaching plan), 2) to review the progress and 3) to plan for the following year. Furthermore, junior teaching staff feel empowered because of the mentorship programme of UJ DoA. This implies that the mentorship programme feeds into UJ GSA in terms of staffing and more interaction should exist between the two campuses. The campuses currently operate in silos which is not ideal given the wealth of information that can be shared between the two. There should be one aligned accreditation visit for UJ (DoA & GSA) going forward.

13.2 Academic staff expressed concern about the need for full-time teaching contracts. They say that the process of appointment could be faster and more manageable. A year contract could be more efficient, resulting in disjointed planning and a lack of programme continuity. The request was that UJ GSA HR processes be relooked and the employment of more permanent staff must be

addressed. The Dean should relook into the matter of permanent appointments and ensure that there is stability. The AB wishes to thank the staff for their valuable input during the interview.

14. Review of Courses: General comments

14.1 The innovation, structure, and development of the GSA programmes are to be commended. The exploration these students engage is well beyond that experienced at any of the other SACAP accredited ALSs and emphasises the relevance of this approach in thinking and pedagogy related to social responsibility.

14.2 Unfortunately, there is generally poor alignment with the SACAP competencies at both Honours and Masters levels, specifically regarding technology and practice, but this should be given time, with guidance and direction for the ALS, to be developed. The new Making module is not achieving the goal of technological rigour currently.

15. Bachelor of Architecture Honours

15.1 There are three credit modules in the Bachelor of Architecture Honours and one additional module without credits. The 70-credit module Architectural Design Project is closely aligned with the Units, and feedback for this module should be read in conjunction with the Unit feedback. The other two modules with credits are Architectural History and Theory with 40 credits and Architectural Professional Practice with 10 credits. The “Making Module” does not carry credits.

Architectural Design Project (ADP8XY4) 70 credits

The transformative pedagogy is evident in the design modules and in the Unit System. Teaching methods are appropriate for the syllabus being taught. The integration of the modules specifically in relation to the vertical studio of the Unit is not clearly articulated. The design projects and dissertations are very interesting and engaging. ALS resources are available for the teaching of the module specified above and facilities are adequate for the teaching of this module.

Architectural History and Theory (AHT8XY4) 40 credits

The course outline stipulates that in “2022, the Architectural History and Theory (AHT 1) course would focus on scale and its implied relationships of the bodies to other matter across time and space. Through the device of scale, the year will explore the body (1:100), territory (1:1000) and culture (1:10 000) and their implications on how architecture produces culture and is, in turn produced by culture.” The self-appraisal report explains that the “lectures, workshops, and field trips on topics are carefully structured to provide exposure to a foundation of historical and contemporary textual, visual and contextual references towards the development of a critical reading and analysis practice.

- a) AHT is supported by a series of writing workshops, one per quarter, providing students with an introduction to various writing methodologies towards developing a writing practice through which to communicate their abstract ideas. AHT and the writing workshops prepare students for the formulation of the Design Project in the M. Arch year, thus strongly linking the AHT module and the B.Arch. (Hons) year to the MArch year”. In the school presentation and self-appraisal report, design-based research as underpinning methodology was emphasised.
- b) Evidence of the application of AHT and design-based research methodology in the M.Arch is implicit. Theses predominantly are not framed with clear methodology (whether design-based or not), and/or theoretical frameworks, and/or research questions. Ensuring these are explicit will add to the validity of the work.
- c) For AHT, the course outline is comprehensive and the provided reading list is good and in-depth. The content described is relevant and the course outline indicates that assignments will be completed in/through various mediums. There is a weekly notebook assignment included that counts towards the final mark. The briefs for five assignments are well-written (only three are mentioned in course outline, though) and set students on an explorative path towards integrating theory that stretches beyond the architectural into a design-thinking research process.
- d) Unfortunately, the provided course evidence is not quite complete. Complete information was also an issue during the previous accreditation visit; the 2018 report stating that the “documentation for the HTD course was incomplete. It was not possible to assess an entire portfolio of HTD work”. Portfolios this time round were complete for the part of AHT delivered by the school, but evidence for the part of the course that focuses on social science methods was not supplied (see also mention of social science methods further below). Rubric frameworks were only available for assignments 2 and 3. Rubrics used for the marking process (to see how the projects were marked) were not supplied at all.
- e) The AHT course outline is comprehensive but provides inaccurate and incomplete information. It is accepted that a course could change during the year (e.g., for responding to a specific class condition, adapting the process for unforeseen events), but then the course outline should be updated with a revision number added. The course outline should also include the specific outcomes for the course (as per CHE submission/approval or if adapted the adaptation). It is unclear what the tutorials are that are referred to in the course outline. Only 3 assignments are mentioned in the course outline, and these do not

correspond with the supplied assignments or with provided year programme. It might be that the words tutorials and assignments are used interchangeably, although the 5 provided assignments still do not add up to the mentioned (in course outline) 3 assignments and tutorials indicated on the provided year programme.

- f) It is unclear how much time the students spend on AHT. The contact times that are mentioned, which are either on Teams or live, are a lecture on Tuesdays from 10h30 to 11h20 and a tutor session on Tuesdays from 11h30 to 12h30. This amounts to 40 contact hours for the year. It was said during the staff question-and-answer session that AHT also includes a social science methods aspect which the faculty deliver. However, there is no evidence of this. For a 40-credit course, the social science method part would then need at least 60 contact hours and substantial outputs.
- g) The course outline mentions field trips, and the AB would need to see evidence of this for the review. The written work of the best student is high, but some students use very few references and it is not clear where the information/facts are derived from. The marking criteria does not include graphic quality or images (although images are requested). The completed marking rubrics need to be included for the next accreditation visit so that it is possible to see how marking was done.
- h) The external moderator's feedback is not in-depth or constructive, and the moderator was not available at the interviews. The external moderators form has very little space, but the school should ask for more in-depth feedback for a course of this scope and level.

Architectural Professional Practice (APP8XY4) 10 credits

- a) It is evident that an effort has been made in the syllabus to ensure that this course is relevant to the current architectural practise context. The ALS is to be commended for encouraging community engagement, which is evidence of a transformed thinking and teaching style that enables students to engage and critically operate in the unique spaces and diversity that exists in our country often marginalised.
- b) The course still relies heavily on the assumption that postgraduate knowledge exists and that students continue from that level of knowledge. The revision of the past syllabus should be included to ensure that all students are aligned in their understanding of the expected course outcomes.
- c) The external examiners reports could be more specific in terms of areas that need to be worked on related to the actual module of architectural practice. Given that the external

examiners are practising architecture, one would expect that the input provided by external examiners to be more in line with the lived experience of practising architecture in South Africa, what the expectation is in 'real-life' and how best this course could be adapted where required to suit the existing environment that these students need to work in.

- d) The architectural industry is still very untransformed, and it is critical to look at this module realistically to include some form of teaching around what transformation is in the different relationships that can exist within practices that can unduly compromise individuals of different demographics and how to be aware of this to foster equitable engagement in the spaces that these young professionals would be gaining access to. BBBEE should be touched upon to build awareness and what this means for a practicing architectural professional of any colour.
- e) Although the teaching methods are still based on lecturing, these are suitable for the syllabus being taught. More can be done creatively to re-enact the scenarios encountered in the actual practice of architecture, which would prepare the students more appropriately.
- f) Teaching of the relationship between the architectural professionals and the rest of the professionals in the built environment is not given enough attention, inclusive of the different contractual relationships you may enter into as an architectural professional with other built environment professionals. Something that is key in practice in our country.
- g) One cannot assess the horizontal or vertical progression; there seems to be no link of this module to the actual design modules. The practical application of learned information in the other modules is not clearly articulated.
- h) Quality and relevance of assessment product is in line with the syllabus taught. The assessments are clear and transparent for this module, with the examination papers set with appropriate questions. It would be interesting to look at using an interview set up for specifically architectural practice to enquire of the students' knowledge related to this specific subject. This could indicate much more clearly the students grasp and understanding of the running of things in a practice.
- i) The internal assessors and moderators could apply themselves more and what is known to be the experience in the industry to ensure constructive preparation of students. The

external assessment forms are detailed and require that the examiners and moderators fully apply themselves in answering the questions posed to them in the forms.

The Making Module

- a) The Making Module has clear and exciting documentation that outlines the course's intent and describes what happens in each semester/quarter. As per the outline document, there are separate weekly seminars for each unit of 1.5 hours each. Other sessions include studio sessions, technical masterclasses, workshops, and guest lectures.
- b) While the Making Module has been brought in to address technological concerns and issues to an extent, the students are finding difficulty in TRANSLATION from concept to space and form and technological resolution, and many are floundering here. The year-long programme seems to not impose adequate regular rigour in testing concepts using space or form, and perhaps this, if addressed, could assist in solving the problem. This, too is seemingly exacerbated by a lack of time, or a lack of allocation of time.
- c) The module aligns with some SACAP competencies regarding critical thinking, innovation, and theoretical thinking. There are also some applications of construction technology but not necessarily related to buildings but the construction and making of artistic abstract crafts and forms only. This is not ideal for a module dedicated to making things and does not involve exploring or making building structures or spatial resolutions. The module has little or no evidence of or alignment to building services, construction technology and building structures. The module does not address other crucial aspects such as sustainable building systems, digital fabrication, and modern construction methods.
- d) The evidence of student work provided to the AB for the Making Module showed some innovative work where students worked with fabric, plastic bottles, weaving, and other craft methods. However, there is no process or translation into what these making methods become in a building. There is evidence of active teaching and learning methods, project-based assignments, and collaborative group activities to engage students in meaningful learning experiences and foster creativity and critical thinking. The only shortcoming is that the products of the learning are not related to building structures and construction.
- e) Some of the student work evidence provided was the same drawings or working (building) models that are presented in portfolios of students proposed (building) interventions and not of what they "made" experimentally. Also, no explanation in writing was given for any of the evidence, that includes no headings or titles to the images.

- f) The evidence was also not presented per brief/making exercise (of which there were 10 for quarter 1 only), it was not possible to address the evaluation or alignment with outcomes, nor the process followed in the course other than by looking at the briefs and other documentation.
- g) The “Making Outline Semester 1” document stated that *the output from the Making Workshops and Seminars will be curated into a Making catalogue as a bibliography in material, method and process. The catalogue would be a ‘live’ resource for the school and contribute to the collective research project. A curated catalogue will be published at the end of each year.* These Making catalogues were not presented to the AB.
- h) There was evidence of transformation in the modules for teaching staff/facilitators, the curriculum’s content, pedagogy and diversity in gender, race, thinking, exploration, and content. From the learning outcomes and briefs, there is alignment of inclusivity in the resolution of the selection of topics, forms, and research endeavour. The module encourages students to challenge conventional ideas and adopt innovative design solutions.

16. Master of Architecture (MArch)

The Master of Architecture has only one course, Architectural Design Portfolio. The course is aligned with the various Units. The comments made applies to all the Units.

Architectural Design Portfolio (ADE8XY4) 180 credits

- a) In this course, students continue their honours research which started in their Unit of choice, and is completed as a M. Arch thesis. There was evidence of transformation in the curriculum for gender and race and the focus and framing of the units with a contextual culture that promotes openness, transparency and honesty in the research explorations and design briefs.
- b) This course aims to achieve the following outcomes:
 - i. To identify and describe an appropriate architectural design challenge at the required level of complexity and environmental or societal impact.
 - ii. To select and deploy appropriate research methods and processes resolve an approved architectural and/or urban design project.
 - iii. To analyse, synthesis and expand the research topic into an approved architectural brief which underpins the research and design investigation(s).
 - iv. To develop the design project to a prescribed level of technical detail (including mechanical and structural systems, innovative technologies, construction materials and methods).

- v. To demonstrate a competent level of understanding of office practice, effective administration systems, legal protocols, and professional ethics to facilitate successful construction of architectural projects.

- c) In the evidence provided, there was some alignment with the SACAP competencies in environmental relationships, contextual and urban relationships, architectural precedence, history and theory and some elements of architectural design. There is a need for more alignment for the competencies in the profound architectural design of buildings, construction, and technology. The module outcomes 1 to 3 are met and explained in several places in this document, with innovative and excellent results through a Transformative Pedagogies approach. However, outcomes 4 and 5 are not met, or evidence is not presented to indicate that these outcomes are met.

- d) As stated under the Honours course, AHT, evidence of the application AHT and design-based research methodology in the M. Arch is implicit. These predominantly are not framed with clear methodology (whether design-based or not), and/or theoretical frameworks, and/or research questions. Making sure that these are explicit and grounded in good research practice will add to the validity of the work, specifically since design-based research is foregrounded as a methodology in programme and course documentation.

- e) There is evidence of a marking criterion which consists of aspects such as, but not limited to, research argument, ambition, representation, translation, response, engagement, and further reading. The criteria are theoretical by nature but do not address building design resolutions, structure, services, and construction. The assessment product is relevant to the theoretical and critical thinking aspects of the briefs, but there is no relevance to building design resolutions, construction, and documentation. The marking examining process is unique in that the external juries do not have a direct say in the valuation of work, until the moderation process itself, where work is only ratified. While its strength is that the internal team has a deep understanding and reading of the work, it also has the disadvantage that the units mark themselves without objectivity and impartiality.

- f) To unequivocally show the value of the Unit System, the M. Arch portfolios (the actual documents) should include more evidence of the process and rigour of research, exploration, and development, as this is where the value of the Unit System lies. Currently most of the portfolios are very similar to in outcome to what is evident at other ALSs, but without the technical resolution that one finds elsewhere. Outcomes 4 and 5 should also be addressed.

Review of the Unit System

- a) SACAP reviewed the Unit System as innovative, bold and a positive move for architectural education in South Africa. The Unit System is teaching a different approach to the study of architecture, which is extremely transformed in its thinking and delivery. For the first time, one sees in action through the unit system being applied of “the power of individual relevance” being brought forward. Something that has never been engaged in. Through the Unit System, the product of work produced is recognition of the African context being relevant and significant. There is a definite decolonisation in the approach of teaching architecture taking place in a tangible engaging way. There is clearly intellectual engagement on the meaning of transformation within the architectural context in Africa and specifically South Africa.
- b) The acknowledgement of all individuals, inclusive of their diverse perspectives from all different environments within the African context is key in changing the incorrect perceptions that have been engraved in students previously. These students are participating in something that has never been a norm before and must be commended for the effort shown in tackling such a huge concept and way of thinking. One must also commend the Unit leaders in being able to relate to the student cohort in a tangible way that allows the students to truly explore the briefs provided to them without fear of judgement. Risk taking and creativity in speech and work is clearly encouraged and visible in the outcomes of the complex work produced by the students.
- c) The AB believes that this way of teaching should be implemented from earlier on so that at this year of study the progression is visible within the qualifications both vertically and horizontally.
- d) Given that the unit system is new, the lecturers are commended on the delivery of this work and in dealing with students who are actively engaged. There are adequate resources available for students to interact with although some students still need access to computers. Given that the UJ GSA has new facilities the students and staff are well catered for.
- e) The unit system runs for a year and is very detailed in the expected outputs. Some students have managed to grasp the concepts easily and are able to engage and unpack the complexities around this way of thinking. However, there some who are battling with this and need more time or input to deliver expected deliverables. Some have articulated their framing statements very clearly and simply, whereas other units have very complex

statements. At master's level, as stated in this report, more attention should be given to a clear theoretical framework, methodology, and better framed research questions.

UNIT 14 Rogue Roots

- a) The exploration engaged by the students in Unit 14 is to be commended. There is evidence of active teaching and learning methods, project-based assignments, and collaborative group activities to engage students in meaningful learning experiences and foster creativity and critical thinking. The outcomes of the unit include current architectural theories, sustainable design strategies, digital technologies, and some exploration in spatial and building design resolutions. However more exploration is needed in the development of building services and construction methods. The assessment product is relevant to the theoretical and critical thinking aspects of the briefs but there is no relevance to building design resolutions, construction, and documentation.

UNIT15X Landscape of Memory

- a) Unit15X is well-organised with clear documentation, programme and outcomes. The Unit prioritises a collaborative approach. From the Unit documentation: "Unit15X uses a collaborative studio approach in which the main assumption is that knowledge creation is a continuous process of engagement between the staff and students through co-creation. Unit15X's teaching philosophy is informed by critical interrogation of knowledge with its context and history. We see ourselves as reflective studio practitioners, constantly re-imagining the studio."
- b) In 2022, the Unit15X theme was "Memory in Public Spaces". The students investigated "a series of post-apartheid memorial places in the urban context of Gauteng to record what has been designed, how they function in the surrounding communities and their durability as man-made objects in space. The aim of Unit15X 2022 theme was to explore context transformative design concepts and design decisions through a methodology that raises questions about the design, complexity, performance, and contextual response and responsibility of sites of memorialisation."
- c) The teaching methods and expectations of students are very clear specifically for this unit, perhaps given to the knowledgeable backgrounds of the Unit leaders who are able to better articulate for the learners what is expected of them given the changed way of thinking and teaching this way. From the evidence the Unit 15X students at both Honours and Masters levels investigated very relevant and current topics and translated these into landscape interventions. The quality of the product for this unit is very good. Given that the lowest passes of students have a good grasp of the basic concepts required at this level. There is

also evidence of detailed engagements with the unit facilitators or leaders to directly help and guide students appropriately. The product of the work is quite well resolved, given the detailed research component required. As with the other units, outcomes 4 and 5 of the MArch course Architectural Design Portfolio need more attention.

UNIT17 Making a Difference 2022

- a) Unit 17 is introduced with the following line: *“Making is bound up in economics, culture, and politics. A brick in Alex is not the same brick in Sandton. Making is a lens through which we confront broader societal issues and learn”*. The process of making architecture is complex, large- scaled, drawn-out and collaborative, therefore, architectural professionals tend to forget that they are “makers”. Unit 17 experiments with emergent methods and materials. The AB commends the brave, imaginative leaps into future tectonic possibilities, twists in traditional techniques and forgotten technologies.
- b) Unit 17 worked with a “prompt” for each week that enticed students to create small intervention through conversations and explorations of hands-on making and investigations into building materials and the possibilities of these.
- c) The students of Unit 17 researched issues such as adaptive reuse and 3D printing of building units which made for rich exploration. They concentrated on making more so than the other units, some of their explorative technological ideas translated better into the final project.

UNIT19 Unsettling Ground

- a) The unit primer states that *“The Unsettling Ground studio works to unravel and disentangle the ongoing settler-colonial legacy of the captured grounds that the Architectural profession inscribes, and in that way, sustains its captivity.”*
- b) The brief documentation of the unit is comprehensive and the unit intent and process are well articulated, and expectations are clearly. The theses of this unit show a strong resonance with their process and the organisation of the response is fresh and innovative.

UNIT20 Spectres of the Frame

- a) Unit 20 explains that they “employ aspects of film and storytelling that can inform the making of space. These explorations will inform what constitutes architectural production beyond the traditional conventions and limitations of the drawing-based medium in architectural practice.”

- b) Unit 20 sets out a very clear weekly schedule for their students with interim outcomes. The explorative process work and final outcomes of this unit are graphically evocative and beautifully presented. As with the other units, outcomes 4 and 5 of the M. Arch course Architectural Design Portfolio are lacking.



UNIT21 Phantom Cartographies

The primer for Unit 21 states that “In 2022, Unit 21 explored the language of architectural drawing (across multiple forms and media) as a series of eclectic translational methodologies. Each student curated a collection of four narrative atlases from carefully researched landscape readings, which was translated into speculative architectural propositions (called ‘artefacts’) that took the ‘form’ of a museum... a ‘place of stories.’”

17. Conclusion

Having considered the report of the AB, the Council commends the approach and quality of the two 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. The ALS is granted unconditional accreditation.

The Council wishes the Director of School and the ALS the very best in this pursuit of academic success.

UJ GSA Director: Prof Mark Raymond	UJ GSA Chairperson: Mr Kevin Bingham
Date: 7 th December 2023	Date: 08 December 2023
	

18. Annexures

18.1 Annexure A: SACAP Competencies

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

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

18.2 Annexure B: Curriculum Overview

AD2.4.2.5 Curriculum

MODULE	CREDIT	MODULE TYPE
ADP8XY4	70	Architectural Design Project Compulsory
AHT8XY4	40	Architectural History and Theory Compulsory
APP8XY4	10	Architectural

AD2.5.2.5 Curriculum

MODULE	CREDIT	MODULE TYPE
ADE8XY4	180	Architectural Design Portfolio

18.3 Annexure C: Accreditation Board Schedule

RE: GSA Accreditation Visit: Schedule

Day 1 Monday 15th May

08h00-08h15 Introduction by AB Chairperson of AB Board members and by GSA Director of GSA Staff members

08h15-08h45 Presentation 1 (Summative Self-Appraisal) by GSA Director of GSA

08h45-09h45 Presentation 2 by GSA Staff of the Outline of the Academic Programme

09h45-10h00 Break

10h00-10h30 AB - Private Meeting with GSA Director

10h30-12h30 AB Inspect GSA Work Portfolios and Other Work (Online)

12h30-13h30 Lunch *at GSA for AB Site Visitors*

13h30 - 17h00 AB Inspect GSA Work *Selected AB Members visit GSA and Facilities*

Day 2 Tuesday 16th May

08h00-09h00 AB reflect on evidence presented and discuss the formats of interviews to follow

09h00-10h00 AB meets with Students and Graduates

10h00-10h30 Break

10h30-11h30 AB Meeting with External Examiners and Moderators

11h45-12h45 AB Meeting with Full and Part-Time Staff

12h45-13h15 Meeting with Executive Dean

14h00-17h00 AB meet to agree on findings and report content. AB drafts statement and outline report

Day 3 Wednesday 17th May

08h00-11h45 AB works on verbal accreditation statement and draft accreditation interim report.

Meeting with UJ Senior Management - time to be confirmed

Prof Mark Raymond, Director GSA 17th April 2023

18.4 Annexure D: Accreditation Board Members

For the SACAP Validation Board			
Name	Email	Cell	Role
Mr Kevin Bingham	kgbingham@gmail.com	083 432 4354	AB member (Chairperson)
Ms Mathebe Aphane	Mathebe.aphane@gmail.com	084 536 1177	AB member (Physical inspection)
Mr Wilfred Achille	W.Achille@westminster.ac.uk	2744 7957 969409	AB member
Mr Charles Nduku	ndukun@nnarch.com	082 899 4526	AB member
Dr Lawrence Ogunsanya	ongunsanya@ukzn.ac.za	071 427 2693	AB member
Ms Nomagugu Mancini	noma@nsmprojects.co.za	072 910 8844	AB member
Dr Hermie Delpont	Hermie.delpont@uct.ac.za	083 285 7253	AB member
Mr Mzwakhe Hlatshwayo	Mzwakhe.Hlatshwayo@sacapsa.com	066 262 2802	AB Secretary