

# Appendix C

## ARCHITECTURAL LEARNING SITES: ALS REPORT

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This appendix contains the information required for an ALS Report (ALSR) which is prepared by an Architectural Learning Site (ALS) for submission to the South African Council for the Architectural Profession (SACAP) prior to the validation visit. This comprehensive report is submitted to the SACAP no later than four weeks before the validation visit. The report will be studied by a Validation Board (VB) prior to arrival for the validation visit.

The ALSR consists of PART A, a summative self-appraisal, PART B, a detailed section, and PART C, addenda. All parts of the ALSR refer to the period since the previous validation visit. The required evidence, which is prepared for, and available during the validation visit, (as explained in **APPENDIX D**) is based only on the academic year preceding the validation visit.

The cover of the ALSR should identify the ALS and the higher education institution to which it is affiliated. The cover must state that it is intended for a SACAP validation visit and include the date of the visit. A table of contents is required to facilitate quick reference.

### 1. PART A: SUMMATIVE SELF-APPRAISAL

The summative self-appraisal is intended as an introduction to the ALSR to capture the specific nature, scope, context and circumstances of the academic programs to be validated. Every architectural learning site is expected to assume an unambiguous position regarding the locality of its program within the local, regional, national and international milieus and debates. The summative self-appraisal should reveal the position taken by the ALS, the perceived strengths and weaknesses of the ALS and should reflect on requirements or recommendations of the previous VB and associated final validation report. It must be concise and clear and not exceed 2500 words. The summative self-appraisal forms the basis of the presentation of the Head of Department on day 1 of the validation visit (for proposed timetable see **APPENDIX E** Validation Visit Logistics). The points that should be covered in the summative self-appraisal follow the same structure as the detailed section of the ALSR:

- The intellectual position of the ALS, its impact and future vision.
- Transformation.
- Programme design.
- Teaching and learning.
- Assessment.
- Staff.
- Students.
- Operational strategies.
- Research and practice..
- Community engagement
- Links to academia, practice and the profession.
- Administration.
- Quality assurance.

### 2. PART B: DETAILED SECTION

The detailed section of the ALS report follows the same structure as the summative self-appraisal but provides expanded and comprehensive information. The detailed section references the Council on Higher Education (CHE) criteria for programme accreditation (Criteria for Programme Accreditation, 2004), although it does not follow the same chronology.

Reference should be made to the previous validation report (**Addendum A** to the detailed document), any changes since the previous validation and to the relevant institutional and ALS policies, which should be included in **Addendum B** to the detailed document). Under each point below guidelines are given for what should be included, add explanations with examples. These guidelines also serve as evaluation criteria for a VB.

<p><b>a. ALS INTELLECTUAL POSITION, IMPACT AND FUTURE VISION</b></p>	
<p>(related to CHE criteria 1.18)</p> <ul style="list-style-type: none"> <li>● INTELLECTUAL POSITION: This could include, but is not limited to, the focus, mission and vision of the ALS, its research orientation, etc.</li> <li>● IMPACT: This could include, but is not limited to, the employability of students, contribution to the community and profession.</li> <li>● STRENGTHS AND WEAKNESSES: The ALS's perception of its strengths and weaknesses.</li> <li>● FUTURE VISION: Details of future planning in terms of research, qualifications and facilities.</li> </ul>	
<p><b>b. TRANSFORMATION</b></p>	
<p>Transformation is foregrounded as an overarching objective of the SACAP. Include both quantitative and qualitative indicators of transformation. Quantitative indicators include the demographics of staff and students and the throughput of students. Qualitative indicators should highlight:</p> <ul style="list-style-type: none"> <li>● INSTITUTIONAL POLICY: Does the higher education institution have a transformation policy in place and are there institutional governance structures to oversee and implement these policies?</li> <li>● GOVERNANCE: How do governance structures, including, reporting, monitoring and evaluation affect transformation, inclusivity and diversity?</li> <li>● TRANSFORMATION BENCHMARKS: What benchmarks have been employed to measure how well the ALS has integrated, responded to and acted on transformation? What are the intervals for these assessments?</li> <li>● SYSTEM LEVEL INDICATORS: Within the ALS, How is transformation integrated with general departmental and university strategic actions?</li> <li>● STUDENT AND STAFF DEMOGRAPHICS: Present graphically, and describe, past and present student and staff demographics as well as the future strategies related to application processes and throughput of students.</li> <li>● STUDENT ACCESS &amp; SUPPORT: How is the higher education institution and the ALS supporting diverse students with disparate backgrounds to be included, to fully participate and to succeed.</li> <li>● STAFF ACCESS &amp; SUPPORT: How is the higher education institution and the ALS supporting diverse staff members from disparate backgrounds to be included, to fully participate and grow within the higher education institution?</li> <li>● CURRICULUM DESIGN: How does the curriculum design, content and delivery respond to issues of transformation, decolonisation, diversity, equity and inclusivity?</li> <li>● PLACES AND SPACES: LANGUAGE, NAMES, SYMBOLS, ARTWORKS AND IDENTITY: How is the ALS contributing towards efforts within the higher education institution to place special attention to those who have been historically marginalised by affirming their dignity and acknowledging their contributions and experiences?</li> <li>● COMMUNITY ENGAGEMENT: How is the ALS supporting, building solidarity with and providing professional services to communities?</li> </ul>	

<ul style="list-style-type: none"> <li>● FUTURE VISIONS &amp; PRIORITIES FOR TRANSFORMATION: How does the ALS make sense of higher education institution transformation benchmarks?</li> </ul>	
<b>c. PROGRAMME DESIGN (RELATED TO CHE CRITERIA 1.1)</b>	
<ul style="list-style-type: none"> <li>● HEQSF: Explain the structure of the programme and qualifications in relation to the respective NQF level outcomes.</li> <li>● FOR EACH QUALIFICATION, PROVIDE THE: <ul style="list-style-type: none"> <li>○ Full qualification title, SAQA registration numbers, NQF levels and credits.</li> <li>○ Strategic objectives.</li> <li>○ Curriculum outline. List modules/modules/units in a tabular form to indicate: <ul style="list-style-type: none"> <li>▪ whether they are core or support subjects/modules;</li> <li>▪ what their aims and objectives, expected outcomes and assessment methods are;</li> <li>▪ how do subjects/modules/units relate and integrate across years and qualifications?;</li> <li>▪ what the credit values (which should be totalled at the end of each year and at the end of the qualification) are;</li> <li>▪ who of the lecturer(s) are involved?</li> </ul> </li> </ul> </li> <li>● SACAP COMPETENCIES: Demonstrate how outcomes are aligned to the SACAP competencies (see <b>APPENDIX A</b> for a proposed format) and how each exit level attains the required SACAP competencies.</li> <li>● 50% DESIGN REQUIREMENT: How is design as the basic means of architectural education incorporated into at least half of the curriculum?</li> <li>● CHANGE: How are the changing needs of the architectural profession, societies and technologies met through the programme design?</li> </ul>	
<b>d. TEACHING AND LEARNING (RELATED TO CHE CRITERIA 1.9 AND 1.12)</b>	
<p>A reflection on the teaching and learning strategy should reference institutional and departmental policies. <b>ADDENDA D: CURRICULUM STRATEGY AND PEDAGOGY</b> and <b>ADDENDA E: CURRICULUM AND SACAP COMPETENCIES</b> must provide full details.</p> <ul style="list-style-type: none"> <li>● PEDAGOGIC APPROACH: What is the pedagogic approach and how does it align with the teaching and learning policy of the higher education institution?</li> <li>● How, if applicable, has the pedagogic approach transformed in the past five years?</li> <li>● TEACHING AND LEARNING STRATEGY: What are the strategies and methods that are used for each qualification, year, subject/module/unit?</li> <li>● How, if applicable, has the teaching and learning strategy transformed in the past five years?</li> <li>● COORDINATION: How is coordination per qualification, year, subject/module/unit effected?</li> <li>● RESOURCES: What are the available resources for teaching and learning and how are contributions from external resources such as tutors, guest lecturers, industry experts incorporated into the curriculum?</li> <li>● DEVELOPMENT: What are the teaching and learning approach and student development opportunities at institutional and departmental level?</li> <li>● COMMUNICATION: How is academic information disseminated to students?</li> </ul>	

<ul style="list-style-type: none"> <li>● LEARNING MANAGEMENT SYSTEM (LMS): What is the LMS and how does it support teaching and learning?</li> <li>● WORK READINESS PROGRAMMES: What is the credit allocation to the module? How is this integrated with teaching and learning? What are the strategies and policies? How is liaison with practices facilitated? Is there an employer database and correspondence with employers? Are there contracts in place? How is WPBL assessed?</li> </ul>	
<p><b>e. ASSESSMENT (RELATED TO CHE CRITERIA 1.10, 1.13 AND 1.14)</b></p>	
<p>Assessment practices should contribute to teaching and learning and should be reliable, rigorous and secure.</p> <ul style="list-style-type: none"> <li>● FOR EACH QUALIFICATION PROVIDE AND EXPLAIN THE: <ul style="list-style-type: none"> <li>○ assessment policy;</li> <li>○ assessment strategy and approach;</li> <li>○ assessment method;</li> <li>○ policy for external examiners and moderators;</li> <li>○ Moderation process;</li> <li>○ Marks administration system;</li> <li>○ Procedure for settlements of disputes.</li> </ul> </li> <li>● Provide a list of internal, external examiners and moderators for relevant subjects/modules/units.</li> <li>● PLAGIARISM: How is it dealt with?</li> </ul>	
<p><b>f. STAFF (RELATED TO CHE CRITERIA 1.3, 1.4)</b></p>	
<p>Staff contribution to the ALS profile, academic standing and student success.</p> <ul style="list-style-type: none"> <li>● STAFF STRATEGIES: <ul style="list-style-type: none"> <li>○ What is the staff development plan and how is it implemented?</li> <li>○ How is staff participation, accountability, effectiveness and responsiveness managed?</li> <li>○ How is the staff included in ALS processes?</li> <li>○ How are new staff members inducted and orientated in the higher education institution and in the ALS?</li> <li>○ How are new staff members mentored?</li> <li>○ What are the staff performance, evaluation and promotion strategies and processes?</li> <li>○ What are the opportunities for, and participation in, professional development activities?</li> <li>○ what are the opportunities for staff to engage in professional practice work?</li> <li>○ How are disputes managed?</li> <li>○ What is the SACAP registration status of staff members?</li> </ul> </li> <li>● FOR ALL ACADEMIC, ADMINISTRATIVE AND TECHNICAL STAFF, PROVIDE: <ul style="list-style-type: none"> <li>○ Name and date of appointment;</li> <li>○ (Optional) passport-sized photograph;</li> <li>○ Full time or part time status;</li> <li>○ Qualifications;</li> <li>○ Position;</li> <li>○ Function and responsibilities;</li> <li>○ Reporting line.</li> </ul> </li> </ul>	

### **g. STUDENTS (RELATED TO CHE CRITERIA 1.2, 1.11 AND 1.17)**

This section refers to the relationship of the ALS with current, past and future students.

- **CURRENT STUDENTS:**
  - How is student feedback incorporated in the everyday operations of the ALS?
  - How are student insights included in curriculum development? What are the communication platforms with, and for, students?
  - Is there a student body and how does it operate?
  - How are disputes with students resolved?
  - How is student success prioritised?
  - How are students at risk identified and supported by the ALS?
  - What are the institutional and ALS academic support services for students?
- **FUTURE STUDENTS:**
  - What are the recruitment strategies, advertisement and promotional approaches?
  - What are the strategies for the number of students to be admitted and the future enrolment plan?
  - What are the selection criteria and processes?
  - How does the selection criteria address diversity, access and equity?
  - What are the registration and admission processes?
  - Is there a strategy in place to attract students through Recognition of Prior Learning (RPL)?
- **PAST STUDENTS**
  - Is there an alumni body and what is the relationship of the ALS with its alumni?
  - Is there a database of graduates or a graduate tracking system?

### **h. OPERATIONAL STRATEGIES (RELATED TO CHE CRITERIA 1.7)**

- **MANAGEMENT STRUCTURE:**
  - How does the ALS management structure operate? Refer to aspects such as leadership, decision making and liaison with the higher education institution.
  - How is highly qualified external architectural academic and professional expertise incorporated into the ALS?
- **INFRASTRUCTURE AND RESOURCES:**
  - Provide layout drawings of the facilities available to the ALS, and how these are allocated, including floor areas, library/ computer lab/ studio space/ offices/ research spaces/ lecture rooms.
  - Are the necessary facilities and financial resources available to support the physical, library and related media material and technology context and objectives of the ALS?
  - Provide a summary of the available architectural books, literature and other media.
- **BUDGET:**
  - Has the budget significantly changed since the last validation visit?
  - Provide a breakdown of the current budget and include at least:
    - Total salary cost;
    - Building facilities and maintenance costs;

<ul style="list-style-type: none"> <li>▪ Operational costs. <ul style="list-style-type: none"> <li>○ Explain how the budget relates to the ongoing needs of the department.</li> <li>○ Are there funding opportunities available for research and community engagement?</li> <li>○ Explain the institutional policy for the allocation of FTE funding.</li> </ul> </li> </ul>	
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<b>i. RESEARCH AND PRACTICE</b>	
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<p>Research refers to the research conducted by both staff and students.</p> <ul style="list-style-type: none"> <li>● ALS POSITION: <ul style="list-style-type: none"> <li>○ What is the institutional and ALS policy on staff and student research?</li> <li>○ Are staff encouraged to be involved in research or practice? Please explain.</li> <li>○ Are there any specific research focus areas? Please explain.</li> <li>○ Is research integrated with teaching and learning? Please explain.</li> </ul> </li> <li>● SUPPORT: <ul style="list-style-type: none"> <li>○ What research support is available for staff and students at institutional and ALS levels?</li> <li>○ How is research funding accessed and allocated?</li> </ul> </li> <li>● OUTPUT: <ul style="list-style-type: none"> <li>○ Provide a list of the research outputs of all academic staff members since the last validation visit.</li> <li>○ Provide a list of the research outputs of post-graduate students since the last validation visit.</li> </ul> </li> </ul>	
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<b>j. COMMUNITY ENGAGEMENT</b>	
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<p>Community engagement refers to the involvement of the ALS with communities for developmental projects and/or programmes that will benefit both the ALS and the communities.</p> <ul style="list-style-type: none"> <li>● CURRICULUM: <ul style="list-style-type: none"> <li>○ Explain the position of community engagement in the curriculum.</li> <li>○ Is community engagement linked to research outputs?</li> <li>○ Provide examples of community engagement projects.</li> </ul> </li> <li>● STUDENTS: <ul style="list-style-type: none"> <li>○ How are students prepared for community engagement?</li> <li>○ How are students selected to participate in community engagement?</li> <li>○ How are students assessed?</li> </ul> </li> <li>● SUPPORT: <ul style="list-style-type: none"> <li>○ What community engagement support is available for staff and students on institutional and ALS level?</li> <li>○ How is community engagement funding accessed and allocated?</li> </ul> </li> <li>● COMMUNITY RELATIONSHIPS:</li> </ul>	
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<ul style="list-style-type: none"> <li>○ How are relationships with communities established and maintained?</li> <li>○ How are the community engagement initiatives evaluated from both the ALS and community perspectives?</li> </ul>	
<p><b>k. LINKS TO ACADEMIA, PRACTICE AND THE PROFESSION</b></p>	
<p>Where appropriate, the ALS should facilitate staff and student exchanges with other schools, study visits, exhibitions of work and participation in international competitions.</p> <ul style="list-style-type: none"> <li>● STUDENTS AND THE SACAP: <ul style="list-style-type: none"> <li>○ What is the status of student registration with the SACAP?</li> <li>○ What is student awareness of the SACAP student portal and available research resources?</li> <li>○ Are the ALS students participating in and represented on the National Architectural Student Forum?</li> </ul> </li> <li>● LINKS TO VOLUNTARY ASSOCIATIONS: <ul style="list-style-type: none"> <li>○ What relationships are there with local and national voluntary associations?</li> <li>○ Is there ALS representation at local or national voluntary associations?</li> </ul> </li> <li>● CONTINUING PROFESSIONAL DEVELOPMENT (CPD): <ul style="list-style-type: none"> <li>○ Does the ALS play a role in regional or national (CPD) activities?</li> </ul> </li> <li>● ADVISORY BOARD: <ul style="list-style-type: none"> <li>○ What is the structure, selection, participation and operational procedures for the Advisory Board?</li> <li>○ Provide a list of advisory board members.</li> <li>○ Please provide minutes of meetings.</li> </ul> </li> <li>● WORK READINESS PROGRAMME: <ul style="list-style-type: none"> <li>○ Provide information on the extent and structure of any work readiness learning programmes.</li> <li>○ Is there practitioner participation in the work readiness learning programme?</li> </ul> </li> </ul>	
<p><b>I. ADMINISTRATION (RELATED TO CHE CRITERIA 1.8)</b></p>	
<p>This section addresses academic and general administration.</p> <ul style="list-style-type: none"> <li>● OPERATIONAL PROCEDURES: <ul style="list-style-type: none"> <li>○ Describe how Academic Coordination is managed.</li> <li>○ Describe how Administrative Coordination is organised.</li> <li>○ Describe how Departmental Meetings are organised and run. Provide minutes of the meetings.</li> </ul> </li> <li>● MARKS ADMINISTRATION: <ul style="list-style-type: none"> <li>○ Explain the process and procedures of the administration of marks.</li> </ul> </li> <li>● STUDENT ADMINISTRATION: <ul style="list-style-type: none"> <li>○ Explain the process of, and procedures for, the administration of students.</li> </ul> </li> </ul>	

<b>m. QUALITY ASSURANCE (QA) (RELATED TO CHE CRITERIA 1.19)</b>	
<p>Explain and provide evidence of the policies/documents related to QA:</p> <ul style="list-style-type: none"> <li>● Programs reviews, planning strategies and schedules;</li> <li>● Self-evaluation and peer review;</li> <li>● Feedback process from industry;</li> <li>● Feedback process from students;</li> <li>● Formal review process of the institution and the ALS.</li> </ul>	

### 3. PART C: ADDENDA

Several addenda are required for the ALS report.

**ADDENDUM A:** The previous SACAP validation report.

**ADDENDUM B:** All relevant institutional and ALS policies.

**ADDENDUM C:** Core syllabi.

**ADDENDUM D:** Curriculum strategy and pedagogy: Explain the complete curriculum strategy and pedagogy, the horizontal and vertical relationships of the content areas and the integration of all the various content areas. Use a selection of projects of the academic year preceding the validation visit as examples, provide the briefs and explain the aim, nature and scope, as well as assessment criteria.

**ADDENDUM E:** Curriculum and the SACAP competencies: Explain how the ALS achieves the SACAP outcomes for each exit level qualification as well as the 50% of course content design requirement.