



South African Council  
for the Architectural Profession

**REPORT ON THE ACCREDITATION OF ARCHITECTURAL PROGRAMMES AT  
THE UNIVERSITY OF PRETORIA (UP)**



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## **1 List of acronyms**

ALS	Architecture Learning Site
CAA	Commonwealth Association for Architecture
CA	Canberra Accord
CBE	Council for the Built Environment
CHE	Council on Higher Education
HoS	Head of School
SACAP	South African Council for the Architectural Profession
VB	Validation Board
UP	University of Pretoria
SAQA	South African Qualifications Authority
SACAP	South African Council for the Architectural Profession

## **2 Executive summary**

The SACAP Council arranged a validation visit for assessing the following programmes offered by UP:

- Bachelor of Science (Architecture) BScArch;
- Bachelor of Architecture (Honours) BArchHons; and
- Master of Architecture (Professional) MArch(Prof).

This is in line with the statutory mandate entrusted to SACAP in terms of section 13 of the Architectural Profession Act, No. 44 of 2000, and serves to scrutinise compliance of architectural qualifications with prescribed standards.

Having scrutinised the architectural programmes the subject of the assessment, SACAP Council has resolved that notwithstanding various issues, at the basic level, the three architectural programmes meet the minimum standards for accreditation. Therefore, SACAP Council grants the UP unconditional accreditation for the BScArch, BArchHons, and MArch(Prof) programmes.

The SACAP Council welcomes the commitment by UP to recruit architectural academics through the New Generation of Academics' Programme (nGAP). However, and despite the efforts elaborated on in the documents submitted by the ALS, staffing transformation ensuring representativity and diversity is a national imperative.

Architecture reflects our culture; hence, architectural content must reflect our diversity as a democratic nation that is founded on the values of human dignity, equality and freedom. Aside

from the commendable efforts made by the ALS and its 'Curriculum Transformation Drivers', this pursuit is an ongoing challenge.

Although the curriculum has been restructured and UP is commended for its search for relevance, the VB remains concerned about the depth of architectural input in the BArch Hons degree when compared with the prescribed SACAP competencies. This is to ensure that architectural students are trained holistically to be able to design structures that comply with the building standards while complying with the Architectural Profession Act and the Code of Conduct.

The VB advises that UP puts more emphasis on the Architectural Profession Act, Code of Conduct, National Building Regulations and South African National Standards 10400.

### **3 Introduction**

The SACAP is legally charged to regulate the architectural profession in South Africa in terms of the Architectural Profession Act No. 44 of 2000 ('the Act'). The architectural profession includes professional architects, senior architectural technologists, architectural technologists, draughtspersons, specified categories and candidates in each of the categories of registration. SACAP regulates the architectural profession by setting up standards of education and training, registration, professional skills, professional conduct; and accredit architectural programmes at any educational institution which has a department, school or faculty of architecture.

The SACAP is mandated by section 13 (a) and (b) of the Act to conduct accreditation visits to any educational institution which has a department, school or faculty of architecture. The SACAP Council is empowered to either conditionally or unconditionally grant, refuse or withdraw accreditation. The SACAP Council is mandated to conduct at least one accreditation visit during its term of office.

The objective of accreditation is to ensure that architectural programmes meet the requisite standards as prescribed by SACAP from time to time for Part 1 (BAS/BScArch/ BArchHons) and Part 2 (MArch(Prof)). The standard of accreditation is aligned to the Canberra Accord to ensure portability of architectural qualifications internationally. All architectural qualifications that have been accredited by SACAP permits graduates to register in any of the four categories of registration within the architectural profession.

Pursuant to the above statutory mandate, the SACAP Council appointed a Validation Board to conduct an accreditation visit at the University of Pretoria from 23-26 May 2022. Due to Covid-19 restriction, the accreditation visit was conducted through an online platform. However, the Chairperson and two members of the Validation Board physically visited the school on the first day of the validation process.

The validation visit served to assess and scrutinise the quality and relevance of the Bachelor of

Science (Architecture) BScArch; Bachelor of Architecture (Honours) BArchHons; and Master of Architecture (Professional) MArch(Prof) programmes.

#### **4 The nature of SACAP Accreditation**

In terms section 13 (a) of the Act, the SACAP Council accreditation is subject to sections 5 and 7 of the Higher Education Act, 1997 (Act No. 101 of 1997). This means that the SACAP accreditation is conditional upon the accreditation of the architectural programmes by the Council on Higher Education. Accreditation is an outcomes-based evaluation of architectural qualifications. SACAP evaluates the evidence as presented by the ALS and all information gathered through interviewing of staff, students and external examiners.

#### **5 Aim and objective**

The aim and objective of accreditation is to improve the quality of architectural education and safeguard the standards of the architectural programmes. Accreditation is a continuing quality control process and it occurs once in every four years. The SACAP accreditation/validation system is substantially equivalent to all Canberra Accord signatories. Therefore, the SACAP accreditation system of architectural programmes is internationally aligned. This is to enable portability of architectural qualifications internationally.

The report provides the outcome of the scrutiny of the Bachelor of Science (Architecture), BScArch; Bachelor of Architecture (Honours), BArchHons; and Master of Architecture (Professional), MArch(Prof) programmes.

#### **6 Criteria for evaluation**

The validation is undertaken in accordance with the SACAP Competencies and the Validation Protocols. The architectural competencies prescribe a range of skills and knowledge fields for each of the four architectural professional categories and they are approximately aligned with the qualifications that are being validated.

The validation process is standardised for consistency and equality taking into account intrinsic diversity of learning programmes. The ALS undergoing validation is expected to clearly articulate and explain how its architectural programme is positioned and unique. This includes characteristics of the programme and niche educational or pedagogic approaches.

The Validation Board scrutinises and assesses the courses/modules/subjects in terms of structure, credits, content, teaching and learning, and intellectual intensity in terms of the year offered. An ALS must also indicate how continuity and vertical progression are achieved in the transition between qualifications. Of specific importance are the requirements and envisaged formats of final year design theses and the examination procedures.

## **7 Members of the Validation Board**

The SACAP Validation Board consisted of Dr Sitsabo Dlamini (Chairperson), Ass. Prof Nic Coetzer, Prof em. Walter Peters, Mr Gopolang Motswai, Ms Letsabisa Shongwe, Ms Mandisa Pepeta (observer), Mr Rickey Moodley (SACAP Observer) and Ms Kimberley Rowan (SACAP Secretary). A detailed schedule of Validation Board members and their qualifications is appended (Annexure D).

## **8 UP Department of Architecture report**

The past few years have forced all university programmes to critically reflect on what and how we educate, as well as how accessible our programmes are to those who come from disadvantaged backgrounds. These deliberations are not uniquely South African but are part of an international discourse about the role of architectural professionals in society, and about the role of architecture as an agent for change. This questioning is particularly relevant within the discourses on decolonisation, the rise of the Fourth Industrial Revolution and Society 5.0, and the need to move beyond 'green building' as a response to climate change and ecological collapse.

On top of these challenges, the ALS faced two major disruptions. The first entailed the major renovation of Boukunde building. Shortly after the previous validation visit in 2017, the building was evacuated, and the entire Department moved to the Groenkloof campus for eighteen months. The main objective of the renovation was to bring the building up to code in terms of fire safety and accessibility etc.

The second disruption was the decision in 2018 to phase out the undergraduate programmes in Landscape Architecture and Interior Architecture as part of a university-wide rationalisation exercise. This decision coincided with the retirement of senior staff members in these two programmes. While the changes triggered a period of uncertainty, they also created an opportunity to re-imagine the identity and direction of the ALS.

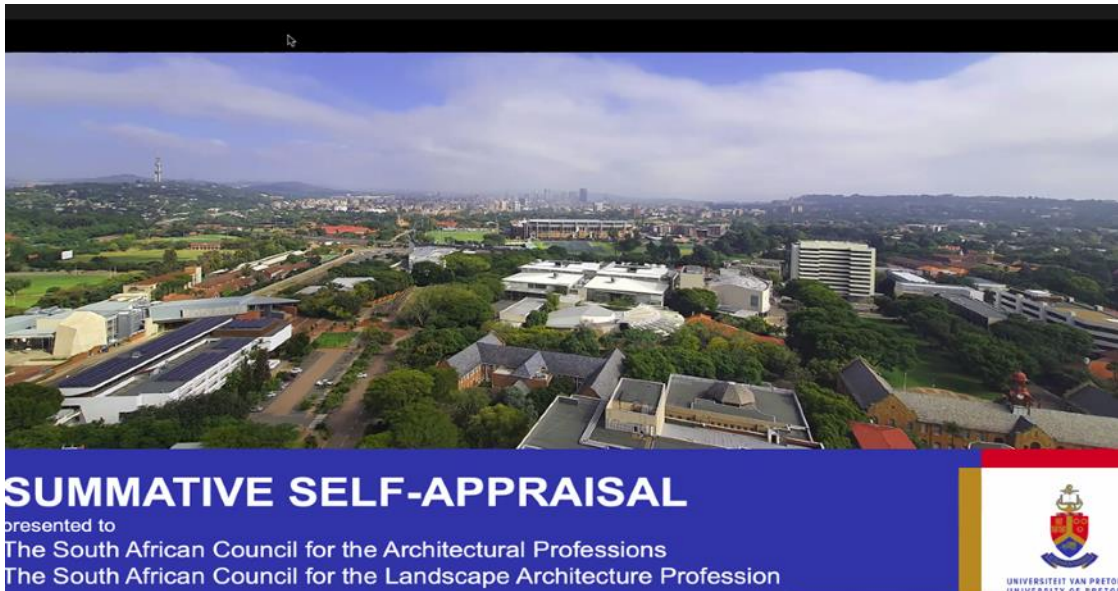
An intensive facilitated consultation process led to the formulation of the new vision, mission and normative position of the Department, the identification of a number of new research focus areas, as well as the extensive re-curriculum of the BSc Architecture programme to incorporate aspects of Landscape and Interior Architecture into the formal Architecture curriculum. These changes enabled a curriculum grounded in a multi-scalar and transdisciplinary reading of architectural design as a contextually regenerative process which considers and supports both human and ecosystem well-being.

## **9 Validation documentation**

The supporting documentation was timeously received and distributed to the members of the Validation Board before the visit. The information was clear and well compiled. The information

was further expanded on and clarified in the presentations by the UP.

The course outlines, moderation reports and student assessments were digitally presented in Google drive, and they were well organised even if not always easy to navigate.



*Photo 1: Introduction of Self-appraisal*

### **9.1 Self-Appraisal and Response to the Previous Validation Report**

The UP has addressed many concerns that were raised at the previous validation visit and revised curricula.

### **9.2 Report from the Acting Dean: Professor Jan Eloff**

The UP has developed a culture that promotes research and funds are available for such pursuits.

The VB noted the majority of ALS staff held PhD degrees with only two appointed at Associate Prof level. The Acting Dean explained that promotion to Senior Lecturer was a departmental and Faculty matter, but professorial ranks were institutional.

The VB pointed out that architecture is the art and science of building, *Boukunde*. The teaching and research skills of the academic staff should blend with the knowledge and experience that practising architects could bring. However, even architects with peer acknowledged works and graduates of 5 or 6-year B.Arch degrees, the VB had been told UP would not consider for appointment as staff, neither fractional nor full-time, let alone to the position of adjunct professor or professors in practice. For the sake of Architecture, such intractable stance calls for reconsideration.

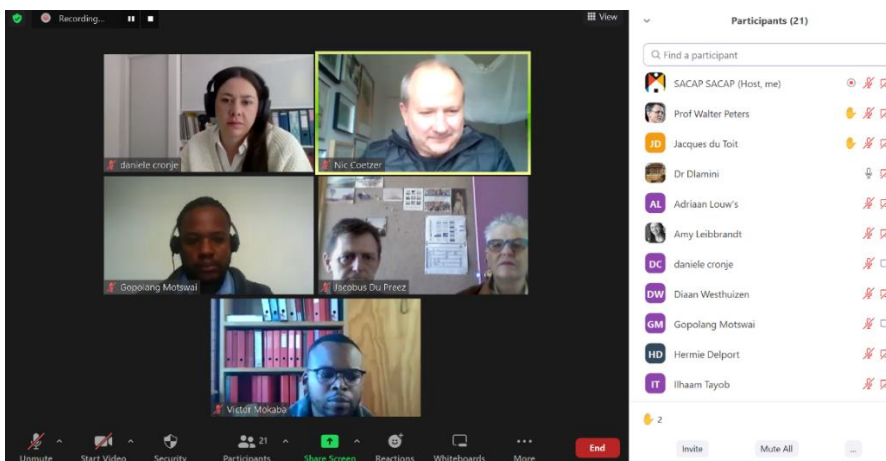


**Photo 2: The VB meets with the Acting Dean: Prof Jan Eloff**

### 9.3 Report on Interview with the External Examiners

The external examiners talked about research that informs design. They complimented the markers for setting out iterations, reflections and the exploration of alternatives. Examiners of the Hons degree likewise talked about research informing design, and complimented the markers for setting out iterations, reflections and the exploration of alternatives, but added that more work could be done in technology and suggested a split into two semesters, each clearly defined rather than the continuum as currently the case. It was indicated that research is a skill which is well developed but this ‘overshadowed’ design and technical development, which is deemed underdeveloped.

The external examiners of the BSc(Arch) singled out how well the different courses complemented each other, and how successfully students integrated learning opportunities to be well prepared for the year of internship. However, the course in the History of the Environment should assume a more transformative role within the whole of the curriculum and respond to the decolonial context.



**Photo 3: The VB meets with the external examiners.**



## 9.4 Report on the Interview with Students

The majority of students indicated that the architectural programmes at UP put emphasis on holistic design, pushing learners to the extreme to find holistic design solutions. The 'vertical studio' could not be offered due to Covid-19, but online transitioning worked well. The students indicated that they received speedy responses to queries. The academic staff cared and were accessible for consultations.

The Pixel Lab with large-format printing facility, 3D printer and laser-cutting facility, together with the 48 Dell computers were termed 'state of the art' and students were happy with computer assistance. The students expressed that the facilities "were great" and singled out the ablutions, which included showers, and the 'library of materials' particularly appreciated by struggling students, and the payment programme implemented for recovering printing costs.

The black architectural students expressed that architecture was spatial and political. Notwithstanding the above, some students were still asking "why learn about apartheid?". The Yr1 'ancestry' assignment in the History course forced students to learn about the Group Areas Act and its implications. However, students did not learn from each other's projects. On the other hand, confronting the past loomed large in the content of the Honours courses. This raised the question of the delay at under-graduate level, where students commented that the curriculum was in their words "in need of transformative thinking" and termed "overdue" by some.



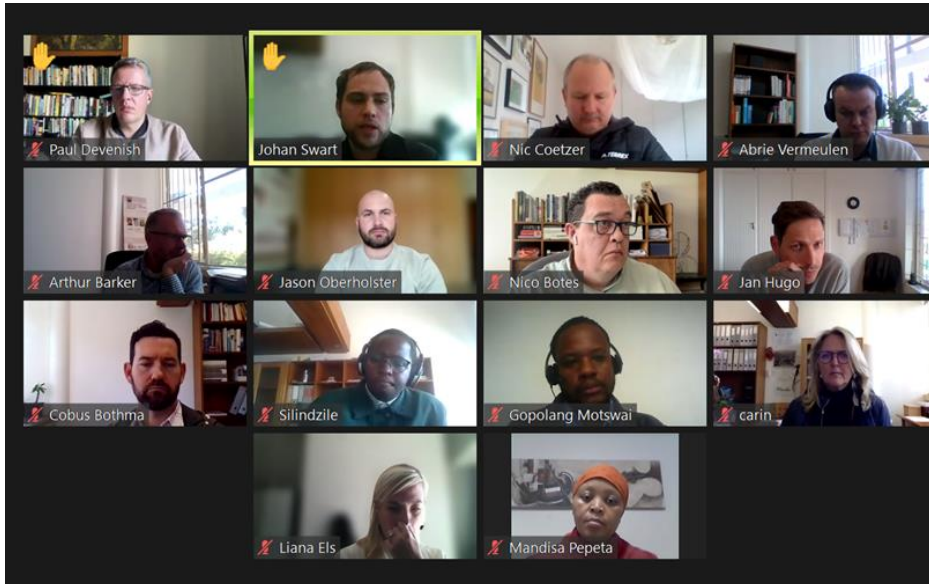
*Photo 3: The VB interviewing the students from UP*

## 9.5 Report on the Interview with Staff

The VB noted that staff members were well qualified and committed to maintaining and advancing the highest standards of teaching, learning and research in Architecture. They further acknowledged the support by the ALS and the Head.

They raised concerns about rigid promotion criteria. While the staff can list any number of publications the Faculty would consider only important publications or chapters in international

journals and books. There was a similar problem with the appointment of practitioners in any capacity, simply because of holding Bachelors' degrees, the former prerequisite for practice, while the teaching of Architecture required both academics and professionals, especially such with peer acknowledgement.



*Photo 4: The VB interviewing the academic staff members*

## 10 Facilities and Resourcing

Generally, the University of Pretoria's Boukunde building accommodates enviable facilities, like the Digital Crit Space, and support services. The brief we got from the Head upon our arrival at the ALS was that since the last validation in 2017, the Boukunde building had been upgraded at a cost of approximately R35 million, with a view to making it a 'living laboratory'. In addition to revamping the lecture venues, studios and offices, the Boukunde building was also upgraded to provide the only 24-hour computer laboratory on the UP campus, including printing, plotting and scanning facilities.

The Boukunde building has an in-house Resource Centre, established to create on-site, easily accessible resources for students and staff while also being the home for the Architectural Archive (AAUP). The building is also equipped with requisite features and technologies that provide academic support for students with disabilities. These include an ease of access to study venues, lecture halls and computer labs. The building gives the user or visitor a sense of a 'system of plug-ins' that bring the entire facility into line in a pragmatic sense, complemented by a number of 'surgical incisions' that add a more haptic sense. This is clearly visible as one walks around the building with every space usefully detailed in a variety of ways, while still leaving the building open to future 'plug-ins'.

The Boukunde building can be seen as a Living Lab, as the Head defined it when we arrived for the validation visit. It intends to lay bare the bones of the making of architecture, exposing

services, stripping soffits, as well as opening a basement tanking detail in a full-scale wall section. The building exhibits unique fire systems and gender-neutral ablution facilities on each level of the building. The eastern edge of the building is equipped with a fire escape, as well as two lifts, one extending from ground to second floor and the other (a platform lift) from ground to lower ground level.

Services concealed by ceilings have been exposed for educational purposes. Power reticulation systems are visible and large plasma screens in studios give the user or visitor an unfettered feel. The security systems, computers and audio-visual facilities in lecture halls give one a sense of a modern computer laboratory with the latest hardware. Other striking features of the building include rendered accelerators, wall displays, the Pixel Lab, with A0 plotters and A0 scanners, and model-building equipment including a cardboard laser cutter, 3D printer and 3D scanner.

The air-conditioning system includes an intelligent power-monitoring system that allows users to understand the energy efficiency of the building. Special power supply tracks and distribution boards are situated in the ground and third level studios, which allow for many more switch socket outlets for use by the students. These encourage the use of personal computers in the studio, in particular 3rd year students and above. Wi-Fi is also available in the studios and lecture halls.

Going through the different floors of the Boukunde building, one cannot help but marvel at the architectonic interiors that amplify the perception of space to the users of the building. The lower ground level provides space for staff and ablution facilities for the cleaners. This allows both the Departments of Architecture and Visual Arts the opportunity to extend exhibition space as required and host joint exhibitions.

## **11 Review of courses**

### **11.1 Bachelor of Science (Architecture) BSc (Arch)**

#### **Design Studies (ONT 100,200,300)**

The First-Year design course is a good foundational introduction to architecture and design and carries some of the learnings of the former undergraduate courses on landscape and interiors. However, the SACAP Council has noted with concern that the previous VB identified a key concern, which has still not been addressed, namely evidence of a development of orthographic drawings as part of the course. This is not just important in terms of developing the language and code of architectural representation but also in bringing scale, measure and iteration through the workings of plans, sections and elevations.

The VB has also indicated that the student work must be developed as one digital portfolio with more judicious editing with selected photos of models, etc.

## **ONT 200**

The Second-Year design course has some excellent aspects such as group work and an introduction to urbanism through the analysis of a single street and its thresholds and components. This is done largely through models (but most photos are not on the street eye level). The models themselves need to be better staged before being photographed, although the misalignment might have been caused by lockdown restrictions. The inclusion of a competition brief in the course is a positive aspect. The potential of the 'enclosure' brief is not met adequately by the students who resort to known types and the orthographic drawings tend to lack a level of sophistication and care.

## **ONT 300**

This course is well designed and has exit outcomes at the level required, especially when read in conjunction with the Design Communication course where the project is significantly developed through BIM. The multiple methods of sketching, making, photography and writing provides students with both theoretical and practical tools to explore design. It is commendable that there is a clear process of integration of knowledge from History to Design. It is, however, unconvincing that at Third Year there should be time dedicated to remaking the model of a significant building from the 'canon' of architecture – which is a highly contested term and content.

### **History of the environment (OML 110/120/210/220 & OMG 310/320)**

It is apparent that this stream is taught by enthusiastic and dedicated staff who enrich the course by bringing in their own research specialisations, the outcomes of which are appreciated by students and enjoy concurrence by external examiners. It is also apparent that individual components are regularly subjected to critical self-enquiry, with material and sources updated and actualised. In that light, the Validation Board makes the following points:

- a) The imperative for using the lens of decolonisation as a framework in any review of the curriculum.
- b) The change in the semester-long project in OML110, from genealogy to biography. The 'architectural context', which now requires "reference to the settings of the biographee", which can be supported in principle, but this was not convincingly demonstrated. The VB advises that the designated staff consider a substitute project in traditional architecture, indigenous or vernacular, which, to boot, would be at the scale and level of technological complexity of simultaneous projects in the design, theory and construction streams.
- c) The UP must advance the curriculum beyond individual buildings to the scale of the city and encompass both Western and African manifestations. This is to include the colonial context, with particular emphasis on the generation of the spatial frameworks that still pervade South Africa's towns and townships, and Honours level appears the appropriate location for settlement history.

- d) It was interesting to find that the very thorough Study Guides do not mention works of reference by Roth, L, particularly *Understanding Architecture. It's elements, history and meaning*.

### **Construction (KON 111, KON 121, KON 210, KON 220, KON 310, KON 330)**

The VB is satisfied that the course meets with the requirements for SACAP competencies. The module is well presented and has responded effectively to the 2017 SACAP Council directive. The course comprehensively includes African and South African knowledge on building methods and meaning in ritual and making. The module provides students with an excellent basis for understanding architecture and society.

### **Earth Studies (AAL 110, AAL 210, AAL 224, AAL 320)**

The VB agreed that the module content satisfies the minimum standards, that assignments and exams are fair and consistent.

### **Structures (STU 211-321)**

The VB accepts that the content of the Structures module satisfies the minimum standards required. The course adequately presents the fundamentals of structures in a simple and understandable format and more importantly, sensitises the students to the application of appropriate structures in design. The module content gives the students sufficient guidance and study material. The tests, assignments and assessment results indicate that students have satisfactorily grasped the subject matter

### **Practice Management (PJS 310) & Construction Contract Law (KKR 332)**

These modules are part of the 'community and practice' stream that deals with the professional aspects of practice.

The former, PJS 310, begins to touch on the business of architecture, is holistic and acquaints the learner with legislative and governing aspects. This module has been well outlined in its attempt at cover and introduce the learner to as much as possible in securing revenue in practice. The lecturer prepares learners on monthly journaling with SACAP, the role of practices and building contractors. It begins to expose the learner to contract law, which is immensely valuable.

However, the module could benefit from the incorporation of further coverage like the enlisting of an attorney and an accountant from the outset of setting up a practice, VAT and taxes applicable, and the value of a fee scale vs project time.

The latter module, KKR 332, deals with building contracts, in particular the JBCC because of its consistent use in the profession.

There were 9 assignments that had to be completed for this intense module and a 50:50 split of

independent work and class contact time.

The assignments of this JBCC module are conducted online, much like the professional practice exam by SACAP. The top students correctly reference clauses in their answering as would be expected in practice. This module is successful and introduced at the right time.

## **11.2 Bachelor of Architecture (Honours), BArch(Hons)**

### **Research Field Project 710, 711, 721, 731 & Research Field Studies 710, 720, 730**

The course, RFS, is a development of the Design and Theory streams and covers applied methodologies, methods and techniques. Quarter 1 focuses on mapping and synthesis, Quarters 2 & 3 focus on design generation and development, and Quarter 4 is taken up with a critical reflection and reiteration. Research Field Studies, RFS 701, covers the basic practices for sound research.

In the 2017 validation report, coverage on the Honours degree began by summing up the aspirations of the degree, namely, to enable students to grasp the fields of urban design, housing (human settlements) and the design of complex buildings and their technical resolution underpinned by a strong research base. The report indicated that the external examiners felt that urban [investigation] was taking up critical time, and that the course was not balanced, particularly in regard to architectural design.

The restructured course is delivered jointly to students of Landscape Architecture, Interior Architecture and Architecture, but the Study Guide advises on a discipline-specific choice of topic for Quarters 2 and 3. Here a method of “elective studios” has been introduced and is presented in parallel, each enmeshed in a local context and seeking design resolutions to specific theoretical premises at various scales and levels of complexity.

While this sounds reasonable and there is a richness to be gained, the VB queried whether Architecture students are not being compromised. However, judging by the results, the work is research-led, attuned to local context, engaging, and is often group work. This has been done to a high standard. Therefore, the research capacity of Architecture students is well honed.

Research is driven and supported by the research interests of the academics involved, which is very helpful. It also introduces students to currently relevant areas of concern in the South African context that broaden the definition of architecture, and thereby open-up new forms of architectural practice.

The syllabus is not an impediment to the Master's degree, however, by virtue of the fact that the Honours degree is an exit degree, it is required to better meet with the requirements of Appendix A, and SACAP competencies should be met irrespective of the research interests of staff or project leader.

### **Continuing Practice Development (CPD 710/720/730/740)**

The course is a continuum or development of the Earth Studies, Professional Practice and Construction streams, and considers practical, technical and legal aspects of the profession, including ethics, occupational health and safety. The course covers advanced construction methods and technologies and re-emphasising eco-systemic design and contextual sustainability.

### **11.3 Master of Architecture (Professional), (MArch(Prof))**

#### **Design project and discourse & design investigation treatise and Continuing Practice Development (DPD 801 AND DIT 801)**

The Master's dissertation, and the year's teaching and learning, continues to be at a high standard and the work is commendable. However, there is some confusion as to which object is the dissertation; for example, the mini-dissertation is 45 credits (which ordinarily should be 60) but it is not clear whether the DPD and the DIT are part of that document when it is lodged in the library for dissemination.

## **12 CONCLUSIONS**

Having spent an intense three days on the hybrid but mainly virtual visit, inspecting and scrutinising the many facets of the UP ALS, the VB of 2022 has assured itself of the integrity and efficiency of the three programmes, the credibility of its academic staff and the infrastructure.

However, while academic standards have been upheld and research outputs are exemplary, the road to a staffing complement reflective of the diversified culture of South Africa, with attuned curricula and contents, may not remain an illusion any longer and must be continued with utmost resolve. The VB wishes the Head and ALS the very best in this pursuit, which cannot be evaded.

## **13 ACKNOWLEDGEMENTS**

The SACAP Council wishes to thank the Validation Board for undertaking the validation visit. SACAP extends its appreciation to the Executive Management, Faculty and Department for cooperation during this important statutory responsibility. Furthermore, SACAP wishes to thank the staff, part-time lecturers, students, external examiners and alumni for their assistance and cooperation during the validation visit.

In particular, SACAP Council express its gratitude to Prof Chrisna du Plessis, Prof Jan Eloff and Prof Tawana Kupe.

Prof Chrisna du Plessis	Dr Sitsabo Dlamini (VB Chairperson)
Date: 11 August 2022	Date: 11 August 2022
Signature: 	Signature: 

## 14 Annexures

### Annexure A: Competencies used

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		
	MEDIUM	PrArch		
		PrArchT		
		PrSArchT		
	HIGH	PrArch		
		PrSArchT		
		PrArch		

### Annexure B: Curriculum Overview

## BSc Architecture

		THEORY OF STRUCTURES	EARTH STUDIES	CONSTRUCTION	DESIGN & THEORY	DESIGN COMMUNICATION	HISTORY OF THE ENVIRONMENT	COMMUNITY & PRACTICE
YEAR 1	SEMESTER 1		AAL 110 8 EARTH STUDIES	KON 111 8 CONSTRUCTION	ONT 100 60 DESIGN	OKU 100 6 DESIGN COMMUNICATION	OML 110 6 HISTORY OF THE ENVIRONMENT	AIM 111 4 ACADEMIC INFO MANAGEMENT PRESENTED BY INFORMATION SCIENCE
	SEMESTER 2	STU 123 6 THEORY OF STRUCTURES	AAL 120 8 EARTH STUDIES	KON 121 8 CONSTRUCTION	Q1 Q2 Q3 Q4		OML 120 6 HISTORY OF THE ENVIRONMENT	AIM 121 4 ACADEMIC INFO MANAGEMENT PRESENTED BY INFORMATION SCIENCE
YEAR 2	SEMESTER 1	STU 211 8 THEORY OF STRUCTURES PRESENTED BY CIVIL ENGINEERING	AAL 210 8 EARTH STUDIES	KON 210 8 CONSTRUCTION	ONT 200 60 DESIGN		OML 210 6 HISTORY OF THE ENVIRONMENT	JCP 201 8 JOINT COMMUNITY PROJECT PRESENTED BY INFORMATICS
	SEMESTER 2	STU 221 8 THEORY OF STRUCTURES PRESENTED BY CIVIL ENGINEERING	GGY 265 12 EARTH STUDIES	AAL 224 4 EARTH STUDIES	KON 220 8 CONSTRUCTION	Q5 Q6 Q7 Q8	OML 220 6 HISTORY OF THE ENVIRONMENT	
YEAR 3	SEMESTER 1	STU 211 8 THEORY OF STRUCTURES PRESENTED BY CIVIL ENGINEERING		KON 310 12 CONSTRUCTION	ONT 300 52 DESIGN	OKU 300 6 DESIGN COMMUNICATION	OMG 310 6 HISTORY OF THE ENVIRONMENT	PJS 310 8 PRACTICE MANAGEMENT
	SEMESTER 2	STU 211 8 THEORY OF STRUCTURES PRESENTED BY CIVIL ENGINEERING	AAL 320 6 EARTH STUDIES	KON 320 12 CONSTRUCTION	Q9 Q10 Q11 Q12		OMG 320 6 HISTORY OF THE ENVIRONMENT	KKR 322 8 CONSTRUCTION CONTRACT LAW PRESENTED BY CONSTRUCTION ECONOMICS



# BArchHons

		EARTH STUDIES	CONSTRUCTION	DESIGN & THEORY	HISTORY OF THE ENVIRONMENT	COMMUNITY & PRACTICE
YEAR 4	QUARTER 1		CPD 720 6	RFP 711 16	RFS 701 32	
			CONTINUING PRACTICE DEVELOPMENT	RESEARCH FIELD PROJECT	RESEARCH FIELD STUDIES	
	QUARTER 2		CPD 710 6	RFP 721 16		
			CONTINUING PRACTICE DEVELOPMENT	RESEARCH FIELD PROJECT		
	QUARTER 3		CPD 740 6	RFP 731 16		
		CONTINUING PRACTICE DEVELOPMENT	RESEARCH FIELD PROJECT			
	QUARTER 4		RFP 710 16			CPD 730 6
			RESEARCH FIELD PROJECT			CONTINUING PRACTICE DEV.

# MArch(Prof)

		CONSTRUCTION	DESIGN & THEORY	COMMUNITY & PRACTICE
YEAR 5		DIT 801 75	DPD 801 90	CPD 810 15
		DESIGN INVESTIGATION	DESIGN PROJECT AND DISCOURSE	CONTINUING PRACTICE DEV.

## Annexure C: Schedule for the 23<sup>rd</sup> – 26<sup>th</sup> May 2022 validation visit to UP

Day 1 Monday 23 May 2022							
Online & In-person							
Online: Dr Sitabo Dlamini Prof Nic Coetzer Ms Karessa Moodley Prof Walter Peters Ms Letsabisa Shongwe Ms Mandisa Daki							
In Person: Mr Gopolang Peace Motswai							
Session	Time	Activity	Format	Venue	Members involved	Email	Mobile number
1	07:30	SACAP Validation Board arrival Mr Gopolang Peace Motswai		Boukunde Building, room 2.7	Validation Board (VB)		
2	07:45-8:00	Travel to Administrative Building	In-person	Golf Cart 2	VB Wessel Ebersohn		0817082813
3	08:00-08:30	Welcoming of VB (SACAP & SACLAP) by UP executive: Vice-Chancellor and Principal: Prof Tawana Kupe Deputy Principal Prof Norman Duncan's portfolio includes Teaching and Learning, Faculties and GIBS and Education Innovation Deputy Principal Prof Carolina Koornhof's portfolio includes Institutional Planning, Enterprises at UP, Finance, Retirement Funds, TuksSport, HPC and Sports Companies and Strategic Planning and Allocation of Resources Committee (SPARC) Deputy Principal Prof Sunil Maharaj's portfolio includes Research, Postgraduates Studies and Innovation Support, Library Services, Future Africa Institute and Campus and Innovation Africa@UP	Online & In-person	Admin building, Chambers	VB Vice-Chancellor and Principal: Prof Tawana Kupe Deputy Principals: Prof Norman Duncan Prof Carolina Koornhof Prof Sunil Maharaj Dean: Prof Jan Eloff	tawana.kupe@up.ac.za  norman.duncan@up.ac.za carolina.koornhof@up.ac.za sunil.maharaj@up.ac.za  jan.eloff@up.ac.za	

4	08:30-08:45	Travel to Boukunde Building	In-person	Golf Cart 2	VB Wessel Ebersohn		0817082813
5	08:45-09:10	Introduction by SACAP & SACLAP Chairpersons of Validation Board members and by the HOD of staff members	Online & In-person	Room 3.3 Boukunde Building	VB HOD: Prof Chrisna du Plessis <b>Academic Staff:</b> Prof Arthur Barker Karen Botes Dr Nico Botes Cobus Bothma Dr Ida Breed Dr Carin Combrinck Dr Calayde Davey Paul Devenish Nonkululeko Grootboom  Dr Jan Hugo Sherona Loykisoonalal Jason McBean Moloko Mothemela Oratile Mothoagae Mpho Petelele Johan Nel Prinsloo Dario Schoulund Dayle Shand Silindzile Shongwe Johan Swart Dr Anika van Aswegen Abrie Vermeulen	chrisna.duplessis@up.ac.za  arthur.barker@up.ac.za karen.botes@up.ac.za nico.botes@up.ac.za cobus.bothma@up.ac.za ida.breed@up.ac.za carin.combrinck@up.ac.za calayde.davey@up.ac.za paul.devenish@up.ac.za nonkululeko.grootboom@up.ac.za  jan.hugo@up.ac.za sheronaloykisoonalal@up.ac.za jason.mcbean@up.ac.za moloko.mothemela@up.ac.za u13120752@up.ac.za mpho.petelele@up.ac.za johan-nel.prinsloo@up.ac.za dario.schoulund@up.ac.za dayle.shand@up.ac.za silindzile.shongwe@up.ac.za johan.swart1@up.ac.za anika.vanaswegen@up.ac.za abrie.vermeulen@up.ac.za	082 898 7877  072 987 7238 082 893 4702 082 578 1669 082 878 6964 083 309 5606 083 459 8775 060 652 2962 073 676 1037 072 782 3324  061 994 5937 084 205 4345 071 922 4838 082 624 0682 083 661 2978 073 618 8949 082 441 5029 082 299 8947 072 249 5275 072 786 9073 079 070 1789 083 451 9066 072 315 7474
6	09:10-10:50	Presentation 1: Summative Self-appraisal by the Head of ALS.  Presentation 2: outline of the academic programme by staff of the ALS	Online & in-person	Room 3.3 Boukunde Building	VB HOD: Prof Chrisna du Plessis <b>Academic Staff:</b> Prof Arthur Barker Dr Nico Botes Cobus Bothma Dr Ida Breed Dr Carin Combrinck Dr Calayde Davey	chrisna.duplessis@up.ac.za  arthur.barker@up.ac.za nico.botes@up.ac.za cobus.bothma@up.ac.za ida.breed@up.ac.za carin.combrinck@up.ac.za calayde.davey@up.ac.za	082 898 7877  072 987 7238 082 578 1669 082 878 6964 083 309 5606 083 459 8775 060 652 2962

					Paul Devenish Dr Jan Hugo Jason McBean Dario Schoulund Silindzile Shongwe Johan Swart Dr Anika van Aswegen Abrie Vermeulen	paul.devenish@up.ac.za jan.hugo@up.ac.za jason.mcbean@up.ac.za dario.schoulund@up.ac.za silindzile.shongwe@up.ac.za johan.swart1@up.ac.za anika.vanaswegen@up.ac.za abrie.vermeulen@up.ac.za	073 676 1037 061 994 5937 071 922 4838 082 299 8947 072 786 9073 079 070 1789 083 451 9066 072 315 7474
7	10:50 - 11:00	Comfort Break	Online & in-person	Room 2.7 Boukunde Building			
8	11:00-11:30	Private meeting with the HOD of the ALS	Online & in-person	Room 2.7 Boukunde Building	Prof Chrisna du Plessis VB	chrisna.duplessis@up.ac.za	082 898 7877
9	11:30-13:30	Members of the VB divide their time between inspection of portfolios and other exhibited work	Online (and in-person for exhibition)	Room 2.7 Boukunde Building	VB		
10	13:30-14:15	Lunch	In-person	Room 3.4 Boukunde Building	VB		
11	14:15-17:00	Members of the VB divide their time between inspection of portfolios and other exhibited work  Visits to academic spaces, archives, resource centre, studios, computer facilities etc.  Discussion: informal discussions with staff and students	Online  In-person	Online and in Boukunde  Various venues  Room 2.7 Boukunde Building	VB  <b>Tour Leaders:</b> Prof Arthur Barker (Academic spaces) Jason McBean (Technical and service spaces) Oratile Mothoagae & Johan Swart (Resource center and archive)	arthur.barker@up.ac.za jason.mcbean@up.ac.za	072 987 7238 071 922 4838
12	17:00	VB departs to accommodation					

**Day Two Tuesday 24 May 2022**

**Travel day for Panel**

**Day Three Wednesday 25 May 2022**

Online: Zoom meeting  
Meeting ID: 864 8508 2436  
Passcode: 634268

Join Zoom Meeting  
<https://us06web.zoom.us/j/86485082436?pwd=c0V6d25TOXZSWVQrTmtrU1I4S2dJdz09>

13	08:00-09:00	The VB reflects on evidence presented and discussed the format on interviews to follow	Online	VB		
14	09:00-10:00	Meet with students and graduates	Online	VB <b>Students Alumni</b> Wian Jordaan Alexia Katranas Alexander Mbedzi Jana Cronje Vitu Khoswe Liam Ullrich Annie Vermeulen David Waleng Gustav Kruger	Wianjordan@gmail.com alexia.katranas@gmail.com u16029382@tuks.co.za jana.r.cronje@gmail.com khoswevitu@gmail.com liam.gabriel.ullrich@gmail.com anniemierabbit@gmail.com u11177226@tuks.co.za krug.gustav@gmail.com	0711129226 0713601981 0814324688 0834205093 0742497060 0725725265 0846139289 0728076914 0727453292

16	10:30-11:30	Meeting with external examiners	Online	VB <b>External Examiners:</b> Ilhaam Tayob Daniele Cronje Tebogo Ramatlo Ali Sadiq Monica Albonico Amy Leibbrandt Liale Francis Karlien Thomashoff Mia Verster Thalifani Nemeorani Charl Louw Kobus Du Preez Marianne de Klerk Jordana Lyden-Swift Adrian Louw Prof Daniel Irurah Petria Smit Dr Michael Louw Deborah Kirkman Francois van der Walt Zendre Chompion Emile Paulsen Dr Jacques du Toit Ludwig Hansen Sophia van Greunen Mo Phala Marianne de Klerk Dr Hermie Delpport Rakau Lekota Rob Young Pugh Reon van der Wiel	Ilhaamtayobarch@gmail.com daniele.cronje@gmail.com Ramatlo.tebogo@gmail.com alimahdi1990@gmail.com monica@albosack.co.za amyleibbrandt@gmail.com liale.francis@wits.ac.za karlien@thomashoffstudio.co.za verster.mia@gmail.com talifhani.nemaorani@gauteng.gov.za cwl.Larch@gmail.com dpreezj@ufs.ac.za mariannem.deklerk@gmail.com jordana.archi@gmail.com adriaan@louwkul.co.za daniel.irurah@wits.ac.za smitarg@telkomsa.net michael.louw@uct.ac.za deborah.kirkman@wits.ac.za francoiswalt1979@gmail.com zendre@commonsplace.co.za emilepaulsen@yahoo.co.uk jacques.dutoit@up.ac.za ludwig@ludwighansen.co.za svangreunen@nust.na mo@arc.co.za mariannem.deklerk@gmail.com hermied@stadio.co.za rakauw@yahoo.com ypr@telkomsa.net reon@activate.co.za	071 355 2854 084 547 0983 071 937 0493 06871150148 0832776410 0827751557 0829630178 0839676655 0814419777 0765106964 0812707430 072 513 6769 079 537 0724 0769054260 0829328328 083 263 4640 083 447 6468 082 306 6596 082 940 1511 0828505661 082 920 8745 082 376 8570 083 318 14686 082 600 9424 +264 61 207 2930 083 758 1999 079 537 0724 083 285 7253 082 881 9467 083 768 8859 083 690 8144
17	11:30-11:45	Comfort Break				

18	11:45-12:45	Meeting with full-time and part-time staff (Without the HOD)	Online	<p>VB</p> <p><b>Full-time staff:</b>  Prof Arthur Barker  Dr Nico Botes  Cobus Bothma  Dr Ida Breed  Dr Carin Combrinck  Dr Calayde Davey  Paul Devenish  Dr Jan Hugo  Jason McBean  Dano Schoulund  Silindzile Shongwe  Johan Swart  Dr Anika van Aswegen  Abrie Vermeulen</p> <p><b>Part-Time staff:</b>  Niel Crafford  Helgardt Botha  Amy Leibbrandt  Jason Oberholster  Emile Cronje  Thembelani Moyo  Liana Els  Lerato Motsabi  Pieter Swart  Dr Coralie van Reenen  Catherine Karusseit  Kathleen Nel  Rudie Botha  Siya Mahlangu  Marzanne Roux  Catherine Deacon  Bongisa Msutu  Sandeep Nicha  Janri Barker  Daniel van der Merwe</p>	<p>arthur.barker@up.ac.za  nico.botes@up.ac.za  cobus.bothma@up.ac.za  ida.breed@up.ac.za  carin.combrinck@up.ac.za  calayde.davey@up.ac.za  paul.devenish@up.ac.za  jan.hugo@up.ac.za  jason.mcbean@up.ac.za  dano.schoulund@up.ac.za  silindzile.shongwe@up.ac.za  johan.swart1@up.ac.za  anika.vanaswegen@up.ac.za  abrie.vermeulen@up.ac.za</p> <p>niel@planeco.co.za  helgardt@werkhof.co.za  amyleibbrandt@gmail.com  u12034968@tuks.co.za  ml.cronje@gmail.com  thembelani.moyo@tuks.co.za  Liana@designtrilogy.co.za  leratomotshabi96@gmail.com  swart.ps@gmail.com  coralievr@gmail.com  catherine.karusseit@up.ac.za  kathleen.nel@icloud.com  rudie.botha@werkhof.co.za  siya.mahlangu69@gmail.com  marzanne.roux@hotmail.co.za  deaconcatherine@yahoo.com  bongisa@gmail.com  sandeep.nicha89@gmail.com  u04415310@up.ac.za  leafarch@worldonline.co.za</p>	<p>072 987 7238  082 578 1669  082 878 6964  083 309 5606  083 459 8775  060 652 2962  073 676 1037  061 994 5937  071 922 4838  082 299 8947  072 786 9073  079 070 1789  083 451 9066  072 315 7474</p> <p>083 325 0892  0716407430  082 765 1557  081 212 3220  082 327 2912  0813363279  0835014670  0633077491  0845999012  083 633 4047  082 570 8883  082 447 0170  084 878 9564  076 068 3770  071 612 2411  076 651 0810  0765479515  0827546774  084 581 1523  0832844451</p>
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19	12:45-13:30	Lunch				
20	13:30-14:00	Meeting with the Dean	Online	<p>VB  Dean (Acting):  Prof Jan Eloff</p>	jan.eloff@up.ac.za	
21	14:00-17:00	Private meeting Writing draft, general findings and report	Online	VB		

<b>Day Four Thursday 26 May 2022</b>						
<p>Online: Zoom meeting  Meeting ID: 864 8508 2436  Passcode: 634268</p> <p>Join Zoom Meeting  <a href="https://us06web.zoom.us/j/86485082436?pwd=c0V6d25TOXZSWVQrTmtrU114S2dJdz09">https://us06web.zoom.us/j/86485082436?pwd=c0V6d25TOXZSWVQrTmtrU114S2dJdz09</a></p>						
22	08:00-12:00	Finalisation of preliminary report	Online	VB		
23	12:00-13:00	VB meets with VC, DVC, Dean and Deputy Dean – hand over statement	Online	<p>VB  <b>Vice-Chancellor and Principal:</b>  Prof Tawana Kupe  <b>Deputy Principals:</b>  Prof Norman Duncan  Prof Carolina Koornhof  Prof Sunil Maharaj  <b>Deans:</b>  Prof Jan Eloff  Prof Johan Joubert  Prof Alta van der Merwe  <b>HOD:</b>  Prof Chrisna du Plessis  <b>DIP:</b>  Karen Kellerman</p>	<p>tawana.kupe@up.ac.za  norman.duncan@up.ac.za  carolina.koornhof@up.ac.za  sunil.maharaj@up.ac.za  jan.eloff@up.ac.za  jjoubert@up.ac.za  alta@up.ac.za  chrisna.duplessis@up.ac.za  karen.kellerman@up.ac.za</p>	
24	13:00	Closure				

#### Annexure D: Validation Board Members

Name	Representation	Telephone	E-mail
Dr Sitsabo Dlamini	VB Chairperson,	+27 82 221 2081	<a href="mailto:Sitsabo.Dlamini@sacapsa.com">Sitsabo.Dlamini@sacapsa.com</a>

(PhD)	EduComm member Academic		
Prof em. Walter Peters (Dr-Ing)	Retired Academic	+27 84 510 8747	<a href="mailto:walterpeters71@gmail.com">walterpeters71@gmail.com</a>
Assoc. Prof Nic Coetzer (MArch)	Professional Architect	+27 82 493 7486	<a href="mailto:nic@sea.ac.za">nic@sea.ac.za</a>
Mr Gopolang Motswai (MArch)	Professional Architect	+27 78 019 0288	<a href="mailto:gpmotswai@gmail.com">gpmotswai@gmail.com</a>
Ms Letsabi Shongwe (MArch)	Professional Architect	+27 60 843 8863	<a href="mailto:tsabishongwe1@gmail.com">tsabishongwe1@gmail.com</a>
Ms Mandisa Pepeta (BTech)	SACAP observer	+27 76 462 2003	<a href="mailto:mandisa@qhakazafrica.co.za">mandisa@qhakazafrica.co.za</a>
Kimberley Rowan (PGDEM)	SACAP secretariat: Senior Manager: PSS	+27 11 479 5000	<a href="mailto:Kimberley.Rowan@sacapsa.com">Kimberley.Rowan@sacapsa.com</a>
Rickey Moodley (Dip. Computer Sciences)	SACAP Observer, Education Officer	+27 11 479 5000	<a href="mailto:Rickey.Moodley@sacapsa.com">Rickey.Moodley@sacapsa.com</a>