![South African Council for the Architectural Profession logo]

REPORT OF THE VIRTUAL VISITING SACAP VALIDATION BOARD TO THE ARCHITECTURAL PROGRAMME AT THE SCHOOL OF ARCHITECTURE, PLANNING & GEOMATICS (APG) AT THE UNIVERSITY OF CAPE TOWN (UCT)

PURPOSE OF THE VALIDATION VISIT: VALIDATION VISIT
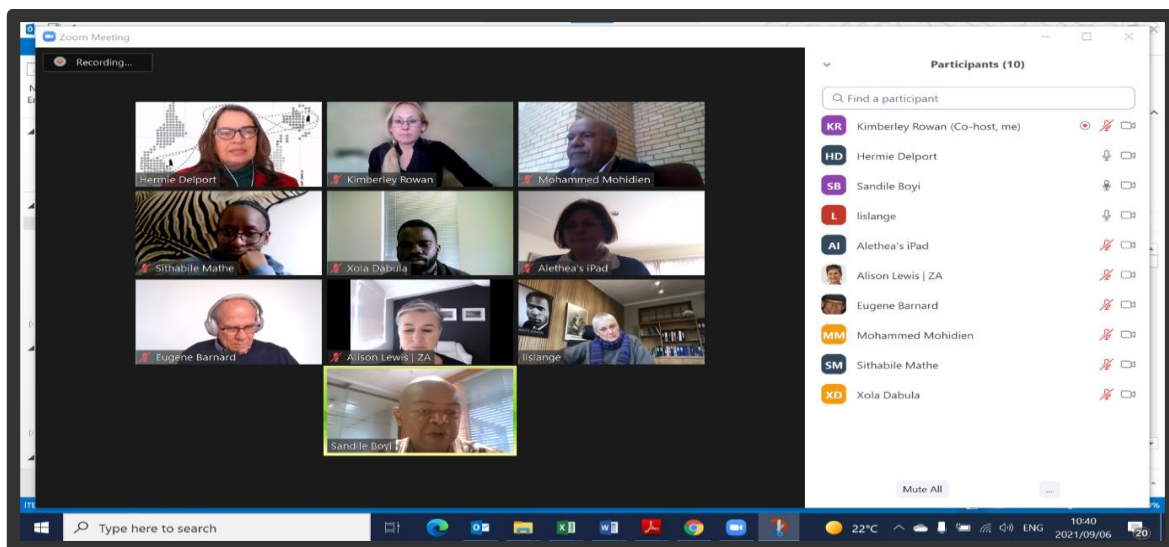### 06 – 08 SEPTEMBER 2021
FINAL REPORT

Photo 1: As seen from left to right: Dr Hermie Delport (SACAP VB Chairperson), Ms Kimberley Rowan (SACAP Education & Accreditation Manager- secretariat), Mr Mohammed Allie Mohidien (SACAP VB observer), Ms SIthabile Mathe (SACAP VB member), Mr Xola Dabula (SACAP VB member), Ms Alethea Duncan-Brown (SACAP VB member), Mr Eugene Barnard (SACAP VB member), Prof Alison Lewis (Dean: Faculty of Engineering and the Built Environment, EBE), A/Prof Lis Lange (Deputy Vice Chancellor: Teaching & Learning) and Mr Sandile Boyi (CBE observer: Skills Development Manager

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1   INTRODUCTION

The South African Council for the Architectural Profession's Validation Board , acting as Education and Training Qualifications Authority (ETQA) for the Council on Higher Education, virtually visited the School of Architecture, Planning & Geomatics at the University of Cape Town from 06-08 September 2021.

The validation visit served to assess the quality and relevance of the:

• Bachelor of Architectural Studies   – BAS

• Bachelor of Architectural Studies (Honour's)   – BAS (Hons)

• Master of Architecture (Professional)   – MArch (Prof)

The Validation Board is satisfied that the three programmes meet the minimum standards requisite for recognition set by SACAP. This report contains the findings of the Validation Board.

A summary statement was presented to the UCT department verbally over the virtual platform on the 08 September 2021 and in writing on 17 September 2021.

The Validation Board thanks the executive management, faculty and department for their assistance during the visit.

2   LIST OF ACRONYMS

ALS	Architecture Learning Site
UCT	University of Cape Town
CA	Canberra Accord
CBE	Council for the Built Environment
CHE	Council on Higher Education
SACAP	South African Council for the Architectural Profession
VB	Validation Board
SAQA	South African Qualifications Authority

3   ACKNOWLEDGEMENTS

The VB wishes to thank the following people for their time, effort, arrangements, and hospitality.

Deputy Vice Chancellor Teaching and Learning: A/Prof Lis Lange

Dean: Prof Alison Lewis

Head of School: Dr Philippa Tumubweinee

The staff, students, alumni, and part-time lecturers represented at the virtual visit for making time available and sharing information.

4   EXECUTIVE SUMMARY

4.1   Introduction

The VB commends the UCT staff for all their efforts in a most difficult time during the COVID-19 pandemic. At the beginning of the pandemic UCT supplied laptops and learning material which were delivered nationwide via courier to students ensuring that all students were able to continue their studies. UCT also negotiated with mobile companies for reduced data bundles to students. The use of the VULA site, which is the UCT internal Learning Management System, was an effective way for staff to communicate with the students.

4.2   Recommendations to SACAP

The VB recommends to SACAP that:

- Unconditional continued validation be granted for the Bachelor of Architectural Studies (BAS) programme, for registration as Candidate Architectural Technologist,
- Unconditional continued validation be granted for the Bachelor of Architectural Studies Honour's (BAS Hons) programme, for registration as Candidate Senior Architectural Technologist, and,
- Unconditional continued validation be granted for the Masters of Architecture (MArch) programme, for registration as Candidate Architects.

The next validation visit will be in five years' time (September 2026).

4.3   Specific advice to the ALS

The VB recommends that, despite the unconditional continued validation being granted, the ALS addresses the following prior to the next validation visit:

- Bachelor of Architectural Studies: continue to strengthen the technology stream in the BAS programme to align with the SACAP competencies.

- Master of Architecture (Prof): review the outcomes and submission requirements for the thesis to achieve alignment with the product delivered

5 PREAMBLE

SACAP has a mandate in terms of the Architectural Profession Act, 2000 (Act 44 of 2000) to assess the quality and relevance of qualifications leading to candidacy and eventual professional registration and practice. Its quality assurance mechanism comprises validation visits by SACAP appointed VBs to each of the ALSs situated at South African institutions. These visits are conducted every five years.

The aim of a validation visit is to determine whether graduates who apply for registration as candidates in SACAP's four professional categories – holding qualifications from the ALSs being visited – meet the minimum standards of competencies and skills associated with the respective categories. Depending on the nature of a qualification, a validated qualification enables graduates to register in one of the categories of Candidate Draughtsperson, Candidate Architectural Technologist, Candidate Senior Architectural Technologist or Candidate Architect with SACAP and subsequently as professionals after two years of in-service training and the passing of an examination in professional practice.

6 VALIDATION PROCESS, AIM AND OBJECTIVES

Validation is an outcomes-based, peer-reviewed evaluation of architectural qualifications. SACAP evaluates the evidence as presented by the ALS and revealed by means of interviewing staff, students and external examiners. Accreditation, as conducted by the Council on Higher Education (CHE), focuses on procedures and processes, and although SACAP may comment on issues such as governance and administration, those are mainly the domain of the CHE. In addition, validation provides a benchmark of international standard as well as allowing mobility of students between the various programmes offered by validated ALSs.

The broad aim of the validation system is the safeguarding of standards in architectural education by means of a recognition process. This report is aimed at providing an assessment for the validation of the Bachelor of Architectural Studies (BAS) programme, the Bachelor of Architectural Studies Honour's (BAS Hons) programme, the Master of Architecture (MArch) programme at UCT.

7 CRITERIA FOR EVALUATION

The criteria applied are aligned with the SACAP Competencies for the Architectural Profession. The process is prescribed in SACAP's Validation Guidelines, referred to as the Validation Protocols. The architectural competencies prescribe a range of skills and knowledge fields for each of the four architectural professional categories and are approximately aligned with the qualifications being validated. To allow for the diversity of philosophies and focus that exists at ALSs, it is accepted that some competencies will be more developed at some institutions than at others.

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Although the validation process is standardised for consistency and equality, the intrinsic diversity of learning programmes is accepted and celebrated. The ALS undergoing validation is expected to clearly articulate and explain how its programme is positioned and unique characteristics of the programme and its niche can be highlighted.

The panel must assess 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 for, and envisaged format of, final year design theses and the examination procedures.

MEMBERS OF THE VALIDATION BOARD

The panel consisted of Dr Hermie Delport (VB Chairperson), Ms Sithabile Mathe (VB International member), Mr Eugene Barnard (VB member), Ms Alethea Duncan-Brown (VB member), Mr Xola Dabula (VB member), Mr Mohamed Allie Mohidien (SACAP Observer), Mr Sandile Boyi (CBE Observer) and Ms Kimberley Rowan (SACAP Manager: Education and Accreditation & Secretariat). No conflicts of interest were reported. A detailed schedule of VB members and their qualifications is appended (Annexure D).

8   OBSERVATIONS AND FEEDBACK

Intellectual Identity

The identity of the architectural programmes of the School of Architecture, Planning & Geomatics is grounded in a long history of social engagement. The School is uniquely positioned to nurture critical thinkers and challengers of the status quo, as it engages with the transformation of South Africa. The identity of the School is reflected in their pedagogical philosophy and their shared values on the local, metropolitan, and regional scale. The School is an epicentre of energy that demonstrates this through their creative, social, and intellectual projects which engage with social justice through strong links with communities.

9   COMMENTARY

9.1   Documentation, Digital Presentation, and Exhibition of Work

The documentation was timeously distributed to the members of the VB before the visit. It was clear and well compiled, and addressed concerns highlighted in the previous validation report from September 2016. The information was further expanded on and clarified in presentations by the Director of the School, Dr Philippa Tumubweinee and selected staff members.

All work, including course outlines, moderation reports and student assessments was digitally presented in the VULA site as well as in websites which held some of the portfolio work. Although at

times during the online navigation VB members struggled to find information or had to ask for additional information, in both respects the response from the School was quick and comprehensive.

9.2   Self-Appraisal and Response to the Previous Validation Report

The School has been effective in explaining the alignment of the qualifications with the SACAP competencies in the self-appraisal. The VB commends and acknowledges changes introduced in response to the three recommendations made in the previous report, firstly, in the Bachelor of Architectural Studies the technology stream had been strengthened towards alignment with the SACAP requirements; secondly in the Master of Architecture better alignment of research by design and documentation at Masters level was required in 2016, in response some structural changes were introduced in terms of supervision, but the application of research methods is still needs review as well as the meeting of the required outcomes as stipulated by the brief, more is explained further below in this document in section 11 and the issues raised there should be addressed; finally, in the History and Theory curriculum an attempt has been made to review programme content and teaching/learning methods in consideration of the institution's "decolonisation" initiatives.

The School is committed to transformation having nominated Ms Janine Meyer, the Architectural, Planning & Geomatics Department Manager, as the representative on the Engineering and the Built Environment Faculty Transformation committee. The School has approached a student-centred approach to assist with improving the teaching and learning experience. With a bias towards studio-based teaching, the School had applied for Performing and Creative Arts status for all their programmes through the office of the Deputy Vice Chancellor for Teaching and Learning. This status allowed for synchronous and limited face-to-face teaching in 2020. Maintaining the culture of the student-centred education with support from the staff was the priority for 2020.

Staff members were able to align themselves with one or more fields in the MArch (Prof) and supervision has been shared equally by primary supervisors according to student research proposals for that particular year. The MArch (Prof) course was restructured to include a group of staff as convenors of the programme which has made the leadership more transparent and inclusive with collective decision making and shared responsibility.
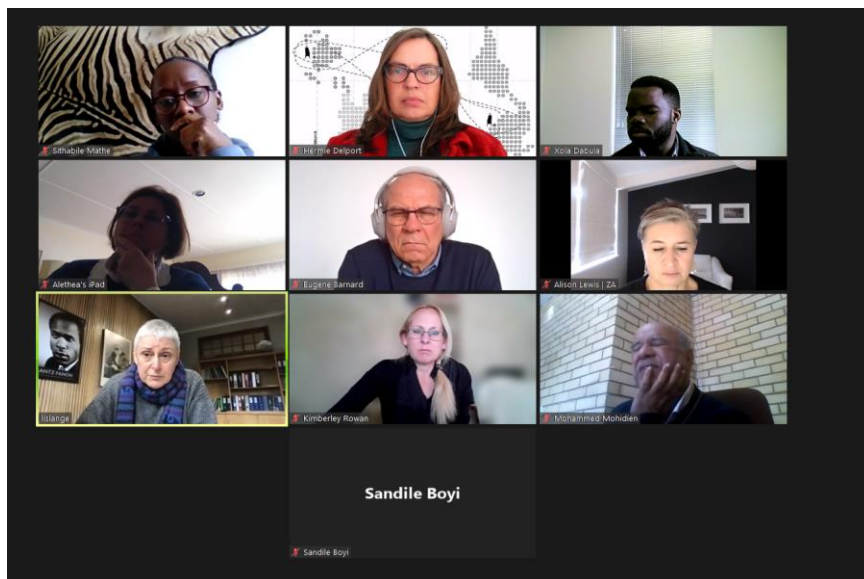
9.3   Meetings with Management

Photo 1: The VB meets with management

The VB held constructive and transparent meetings with the Dean, Deputy Vice Chancellor, and the Director of the School who pointed out the challenges the School had to overcome.

The Dean acknowledged the general good work by the School of Architecture, Planning & Geomatics and the huge effort made to create COVID safe studios and motivating for their students to physically attend. The work being done to create a blended studio model was also recognised. In response to a comment from the VB that the School is faced with the challenge of increasing student numbers with a limited budget, the Dean mentioned that budgets across UCT are effectively the same as in 2016 and noted that the School has a staff to student ratio of 1:14, which is necessary for studio teaching, but requires therefore more resources and that other Schools have rations of between 1:34 and 1:44.

The Dean also commended the staff for their proactive suggestions to management after the UCT fire (2021) to indicate the general positive attitude experienced by management of the staff of the School of Architecture, Planning & Geomatics.

The DVC said that she is very interested in the work of the School of Architecture, Planning & Geomatics. She referred to the efforts made by UCT to accommodate students during COVID and to bring students back to a sociologically neutral space.

In general, management seemed very committed and supportive of the School's vision and mission.

9.4   Comments Based on an Interview with the External Examiners

The comments by the external examiners during the interaction with the VB were generally positive. The external examiners acknowledged the effort made in 2020 by the School of Architecture, Planning & Geomatics to move the learning online and to support students. The external examiners seemed dedicated and active contributors to the architectural programmes. The VB noted concerns about moderation and commented that the external examiners reports were very brief and that comments should be elaborated on.

9.5   Comments Based on an Interview with Students

There was a turnout of nine (9) students at the virtual students' meeting, which is very little. The comments received could be unfair to assume as a true reflection of a general student body.

The emergency remote teaching (ERT) implemented at the commencement of lockdown in 2020 was greatly appreciated by students. A positive aspect of moving lectures online gave students the opportunity to review recorded lectures multiple times for revision and better understanding. Students were also able to tap into a wider pool of lecturers from all over the world.

The VB was concerned that honour's and master's students who are also tutors were present in the meeting and commented that this resulted in the tutors defending or tried to explain some issues brought to the table by students, in future there should be separate meetings for tutors and students.

Students raised concerns regarding the number of good students who have dropped out due to the COVID pandemic and asked what will be done to reintegrate them into their studies should they return. Students in the BAS programme expressed that they were not explicitly aware of any welfare programs that they had access to.

The students were also not knowledgeable about SACAP and why SACAP is important. The School needs to make a greater effort in ensuring that this information is well publicised to students.

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Photo 2: The VB interviewing the students at the UCT ALS

9.6   Comments Based on an Interview with Staff

The compliment and diverse teaching methods of the staff exposes students to team-based, cross-disciplinary, and design-research forms of teaching architecture. The staff had to undergo many challenges of shifting architectural education to online under the COVID-19 lockdown conditions. Staff noted that for many students working in their own time has been valuable for their individual progress.

The staff commented that changes to the governance system within the School has created a much better working relation between staff members and boosted staff morale overall. The new governance allows for the review of all programmes at the end of the year of study which has been useful in curriculum review and development. The staff commented that at the honour's level of the BAS they have begun to see more student-led learning which speaks to an encouraging growth towards professional progression and maturity.

Photo 3: The VB interviewing the staff members of the UCT ALS

## 10	FACILITIES AND RESOURCING

### 10.1	UCT Facilities:

The 2016 SACAP validation report stated that the facilities were exceptional. That is still the case. In addition, the School has adapted to accommodate students and staff in the circumstances determined by COVID. Although students could not physically attend the School for a part of 2020, the moment lockdown levels allowed the School to motivate students to return to campus. Since then the School has set an example for the wider UCT on protocols and practices for physical student attendance. It was clear that students were grateful for this opportunity and made use of it.

The Studios now each have two 3-d printers, an A3 printer, and a workbench with tools. The upper years also have mini-cad labs with desktops. The studios have big television screens which are used to project students' work during discussions and this can be shared with online students. Interactive whiteboards will soon be introduced into the studios, which will aid effective simultaneous face-to-face and online learning opportunities.

For bigger format printing students may still use the School printing facility, but this is now managed via the VULA site so that students send drawings to the printing facility where it is printed and students then collect to avoid too many people in the facility at once. Students may also still use the workshop and take out books from the library, but with prior arrangement and strict COVID protocols.

The workshop is very well-equipped and staffed and students have the opportunity to create prototypes, working models and final presentation work with laser cutters, 3-d printing, woodworking equipment, and various power and hand tools.

The library is very well-resourced. Under COVID circumstances some of the learning and research spaces had to be closed, but there are still some seating available. The librarians have also made an effort to procure more access to e-books. The School has an impressive, large and diverse body of literature and reference material that contributes positively to and is a clear demonstration of its commitment to its transformation and de-colonisation agenda.

Students are very privileged to have excellent, well-managed facilities with knowledgeable support staff to assist in the pursuit of their studies.

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Photo 4: UCT homeroom

11 COMMENTARY ON THE MODULES PRESENTED:

11.1 BACHELOR OF ARCHITECTURAL STUDIES (BAS)

DESIGN AND THEORY STUDIOS

General Comments

The BAS programme is a foundational programme and aims to expose architecture students to the complexity of building design and the relationship of buildings to society, culture, the environment, urban conditions, and the historical conditions through which this has arisen. These aims are also developed in assisting graduates to meet and surpass the minimum competencies required for an Architectural Technologist as prescribed by SACAP.

In rectifying the criticism of the previous report – the panel observed that the transition from BAS 2 to BAS 3 is too pronounced and whilst some of the programmes in BAS 3 are overly ambitious the final project in BAS 2 could have a greater level of complexity in the design requirements and outcomes.

The general consensus is that the courses are well managed, and that the information provided to the students is clear and conducive to productivity and creativity in the learning environment.

The School had an existing online program (VULA) for the delivery of lectures and assignments and student reviews. With the onset of the pandemic the School demonstrated a vigour and dedication to ensure that all students gain full access to VULA through the provision of laptops and access to internet services through the use of mobile phone data.

Further to this, the subject content is more applicable to the social environment. In particular, projects are set within the Cape Town locality such as Hout Bay, Maccassar and Langa and have relevance and

contextual meaning.

There seems to be a marked increase in project complexity and time allocated for projects between BAS 2 and BAS 3 which students seemed to struggle with as expressed in the student survey. The staff are advised to consider a more gradual escalation of these aspects, particularly for students in need of more support at this stage. The complexity of projects should be increased more gradually or students should be prepared to handle the complexity.

The School guarantees a place in the Honour's program for those students from within the School that achieve the entry requirements. This is a positive response to enabling progression with the School.

The School needs to improve how its students are prepared for practice. The vision of skills required for practice cannot be restricted to the production of drawings for Council submission. Students in 3rd year from the School demonstrate a wider set of skills relevant to the profession that they should be empowered to embrace and market through seeing them as a differentiating set of skills, such as critical design thinking, illustrations and written presentation. For this the School is recognised.

The assessment methodology is in line with the School assessment norms. The VB was concerned about the assessment criteria used that resulted in students that were initially marked to fail being moderated to pass. Staff explained that the student's broader portfolio work was taken into consideration as well as the circumstances of the pandemic.

There are no clear rubrics, marking therefore does not appear to be transparent, and however this could be due to the fact that rubrics were not uploaded for the panel to access. Marking rubrics should be used for all projects and should be clear and comprehensive so that students know what are expected of them. Completed marking rubrics indicating how marks have been allocated should be included in the evidence for the next validation visit.

The VB was concerned that external examiner's reports were lacking in detail and gave a superficial impression of what we are to assume must have been thorough assessments.

11.2 HISTORY AND THEORY OF ARCHITECTURE

General Comments:

The School has adapted the curriculum to align with a more integrated approach – notably that course content is grounded in South Africa and related back to international examples, it is thereby rooted in local context but referenced by international. Both history and theory need to be balanced to present Afrocentricity within a framework of European and global contexts.

The list of recommended reading is unrealistic and misleading. It needs to be drastically culled and categorised into compulsory and recommended sections.

A blended form of teaching in a post-covid world would be an advantage. However, it is to be noted that a concerted effort is required by the staff to assist students without a previous background in the theoretical aspects of architectural education.

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The HATA 03 syllabus is commended in being thorough and the research by the lecturer is excellent.

HATA (BAS Hons) Independent research methodologies enriched student work.

Students in the first year of study with the lowest passes or fails should have a remedial assistance plan in place. There could be an alignment with the "ASPECT programme" that is offered to Engineering students, with particular emphasis on writing skills and research at undergraduate level, and drawing skills.

For assessment clarity and transparently there should be marking rubrics available.

11.3   TECHNOLOGY

General Comments:

The September 2016 Validation Visit Report strongly recommended that, in the Bachelor of Architectural Studies, the technology stream is strengthened to ensure an exit competency that better aligns with SACAP requirements. It is against this backdrop that the undergraduate Technology course was evaluated. The course objectives are clearly stated for all three years. The objectives culminate in the overarching objective in the third year, namely: The course aims to conclude the three-year competency arc required to finally register as a Professional Architectural Technologist as well as to expose students to more challenging and theoretical working methods and concerns appropriate in preparation of postgraduate studies. It was reported that the previous VB's comments and the pursuit of the third year's stated objective outcome was given specific effect in the first study year. An as-built exercise was introduced and the courses: Technology and Representation were more closely aligned.

It is evident that the 2020 Covid-19 Pandemic had a serious impact on the School, and the Technology programme in particular. Model building was curtailed, and site visits and product demonstrations could not occur for much of the period. The staff are commended for the efforts that they made to compensate for the effects of the Pandemic and for their pursuance of the stated objectives despite the circumstances. The University was also extremely generous in dealing with the challenges. It was reported that model building material, printing and 3d models were dispatched to students, at no cost to the students. Laptops were made available, and data provided, for those students who did not have access to technology.

The VB is satisfied that the syllabi for the undergraduate and postgraduate courses are generally adequate. The course methodology for each year is clearly stated and very comprehensive reading lists are provided. In the third year, the National Building Regulations / SANS is referred to as an important resource. However, it is unclear how the students' comprehension and application of this was assessed.

There was a concerted effort to link courses horizontally. The technology courses were assessed by moderators at the end of each year; complimentary comments from moderators confirm that the students generally performed well. The VB did express concern for the apparent exaggerated gap in the first year between the high performers and the low performers; the gap seemed to be less

pronounced in the subsequent years. According to the staff, this is a general phenomenon in the first year of studies. The pockets of the available evidence examined suggest that the students do develop the required technical competency from first to third year, but may lack the full comprehension of what is required of candidate architectural technologists after exiting studies at the end of the third year. Practice has expectations of the competencies of architectural technologists; a lack of understanding and confidence affects the employment potential of graduates. The course could benefit from an ancillary focus on the honing of this competency. With reference to the 2016 report, the VB recognises the School's efforts to attend to the recommendation made, and would encourage the staff to continue in their objective to ensure the necessary SACAP competencies, and to prepare their students to enter practice.

Computer technology continues to grow in importance as an indispensable communication and developmental medium and resource. The VB is encouraged by the School's decision to formalize ICT training. The entire industry is moving at a rapid pace to an intelligent application of technology. The School will be doing its students a disservice if it does not adequately equip them in this field. The profession and industry at large demand this of architectural learning sites. The general deficiency in formal and thorough training was highlighted during consultations with students. The lack of confidence amongst students echo the sentiments expressed by students during the 2016 visit.

The general impressions of the overall technology teaching was positive and the content of the syllabus, commendable. The advanced course in the fourth year was well offered by the School and well received by the students. Evaluations done by the students indicate a high level of appreciation and satisfaction. Lectures, tutorials, seminars and the simulated practice experience were successful in preparing students for the research work done in the final year. While the final year design projects demonstrate satisfactory, and in certain cases, advanced technical competencies, certain Theory and Technology reports could have contained more material to validate the level of technical skill.

General Comment

The online content was well organised and presented on the VULA site; this made it easy to navigate and access information.

11.4   ENVIRONMENT AND SERVICES

General Comments:

In the BAS there are two courses that focus on the Environment and Services. One in second and one in third year. Currently both are taught by the same lecturer and the courses are appropriate and there is horizontal integration with other courses. The credits in the existing curriculum for Environment and Services is very little at only 24. However, although there is no specific course for Environment and Services in the first year of academic study, the concepts are introduced in design projects, so an attempt is being made on introducing Environment and Services throughout the BAS. But, given the current climatic condition, the minimal number of credits should be addressed when possible.

Environment and Services 2

This is the most substantial Environment and Services course in the BAS with 18 credits. The course is aligned with the SACAP competencies and includes SANS 10400 calculations and understanding. The course outline and course strategy is comprehensive and appropriate. Course content is made relevant by using case studies that locate it in the South African context. The lecturer makes use of collaborative projects and the teaching strategy is very relevant. The course includes case studies, quizzes and applied projects, social outreach and concept mapping. The final project integrates with other courses in an integrated studio.

The outcomes are well-written, briefs are detailed and explained well. Clear directions are provided for assessments, including marking rubrics and an indication given of expected layout/format of submission. The rubrics could possibly be better detailed with examples of what constitutes different levels of achievement. The online transition seems to have been done smoothly without loss of content. Lectures and notes are available online for students. The external examiner made no substantial comments other than that the course is well run.

Environment and Services 3

The previous SACAP report was very positive, but asked for the introduction of systems other than passive environmental systems, especially with regard to the integration of services. This is currently addressed through case studies.

For the amount of credits (only 6) this course is well-aligned in the third year and the outcomes and assessments are appropriate. The course is aligned with the SACAP competencies. There is some integration with other courses, but it is limited to a report on the major project. The online transition seems to have been done smoothly without loss of content.

11.5 THEORY OF STRUCTURES

General Comments:

There is a steady progression of topics vertically within the qualification but not much direct horizontal connection without subjects, besides basic understanding of structures. The subject/topics give the students a good understanding of structures and the considerations needed for designing structures within the built environment. Some topics (calculations) seem too advanced for reasonable application by an Architect. The topics can be simplified to remain more in line with basic SANS calculations (foundations, wall, roof, and interpretation of SANS data) in preparation for work experience, or more deliberate/ visible applications of the course reflected in Design/ Technology projects. The VB is satisfied with the course in general.

11.6 MANAGEMENT PRACTICE LAW

General Comments:

The curriculum outline and strategy for the BAS Management Practice Law III course is clear. The

outdated course material mentioned in the previous SACAP report has been updated.

However, the course is currently taught by the same lecturer that is teaching the BAS Honour's course, Professional Practice and the outcomes for both courses are very similar, with one additional outcome added to the BAS Honour's course. This should be addressed. The outcomes all focus on 'awareness of', which is not appropriate for an NQF level 7 course, nor does it align completely with the SACAP competencies. This should be addressed. Internal moderation evidence was not available. External moderation was positive, although it is strange that the similarity between the two courses was not addressed.

The lecturer must be commended for the use of the discussion/chat function in the online space. Questions were comprehensively answered and students most probably learned a lot from that.

The assessments test very basic knowledge and are not appropriate for this level. This should be addressed for the next visit.

The course is well-aligned with the SACAP competencies for a Candidate Architectural Technologist.

BACHELOR OF ARCHITECTURAL STUDIES (HONOUR'S)

11. 7   ARCHITECTURAL DESIGN STUDIO

General Comments:

In the first semester of the design studio programme, it is supported and enriched through Advanced History and Theory of Architecture as well as the elective choices which students are encouraged to select.

It is noted that "The course pursues advanced vocational and discipline-specific knowledge, skills and competencies related to the history, theory, technology, and practice of architecture. The course of study extends the base of knowledge through graduate study with particular emphasis on architectural design." It is focused on developing creative and critical inquiry, reflective understanding, and cultural, social, and technical knowledge in preparation for self-motivated independent learning.

It is worth noting that the external examiners complimented the excellent communication between staff and students.

The strong community engagement through the simulated office project is to be commended. Ensuring students engage with the immediate concerns of the community they are a part of and start to develop skills of how this might be implemented in practice is a key skill.

A series of electives which are relevant to community engagement and socially responsive work have been introduced. In the SIM project – a cross disciplinary collaboration. There is synchronicity between all subjects.

11. 8   ADVANCED BUILDING TECHNOLOGY

General Comments:

Technology I, II and III and the Advanced Building Technology were reviewed together, please see above under the BAS Technology for reference.

11. 9   ADVANCED HISTORY AND THEORY OF ARCHITECTURE

General Comments:

The BAS and Hons courses were considered together (see comments under BAS).

HATA (BAS Hons) appropriate and balanced assessments, very relevant during the ERT period and should be considered for blended learning.

11.10   PROFESSIONAL PRACTICE

General Comments:

The curriculum outline and strategy for the BAS Honour's course, Professional Practice, is clear. However, the course is currently taught by the same lecturer that is teaching the 3rd year Management Practice Law III and the outcomes for both courses are very similar, with one additional outcome added to the BAS Honour's course. This should be addressed. The outcomes all focus on 'awareness of', which is not appropriate for an NQF level 8 course, nor does it align completely with the SACAP competencies. This should be addressed. Although it seems that the assessments were reduced because of COVID, the assessments as instruments are appropriate. Internal moderation evidence was not available. External moderation was positive, although it is strange that the similarity between the two courses was not addressed.

The lecturer must be commended for the use of the discussion/chat function in the online space. Questions were comprehensively answered and students most probably learned a lot from that.

The previous SACAP report stated that this course could include more of Act 44 of 2000 and each item of the Code of Professional Conduct. Evidence that this has been addressed is not clear. Please address this comment for the next visit.

11. 11   ELECTIVE COURSES

General Comments:

APG4021F Urban Infrastructure/APG4028F Aspects of City Design/APG4029F Natural Systems/APG5025F History & Theory of Architecture/APG4049F Aspects of History & Theory: The courses appear to be thoroughly presented and the content of the courses contributes texture and depth of field to the curriculum.

MASTER OF ARCHITECTURE (PROFESSIONAL)

11. 12   DESIGN DISSERTATION

General Comments

The quality and relevance of the assessment is excellent and the VB commends the School. The staff members in the MArch (Prof) could align themselves with one or two of these fields and March (Prof) supervision will be shared equally by primary supervisors according to student research proposals for that particular year. The course was restructured to include a group of staff as convenors of the programme. This is more transparent and inclusive with collective decision making and the responsibility is shared. The VB acknowledges the pertinent changes to the recommendations made in the previous report of 2016.

The VB noted a marked conflict with respect to two students' works that questioned the transparency and fairness of the assessment of their work. There is a need for the School to engage and clearly define its identity within the context of its on-going transformation, both of its program, governance structures, and staff complement with their incumbent ideologies.

There are students whose work reflects that even at this stage of study they struggle with the written theory components of the program. Better support needs to be provided to enhance formal research and writing skills as well as continual work with the development of a robust relationship to theoretical reading, understanding and writing.

The same holds as per the previous report – "despite excellence shown in some dissertations, there are inconsistencies in the application of research methods. The demonstration of research by design and the formatting of the documentation need to be better aligned with Master-level study". This needs to be addressed for the next visit. This previous comment also links to the alignment of the briefs which communicates the outcomes required, both in terms of what is expected as written (thesis) and presentation (project) work. This misalignment needs to be addressed. Either the students should produce that which is asked for, or be permitted to submit different outcomes or ways of documenting their competence in design and technology. This should be investigated. One possibility is to look at the project as artefact and the related documentation that would be required for the motivation or substantiation of an artefact in research. The danger in not addressing this issue is that students' work are devalued in comparison with the same level of work at other ALSs. This is definitely not to say that the outcome in terms of evidence produced should be the same as other ALSs, however, if not the same, it should meet defined, clearer criteria set by the School. However, context for the MArch projects are good and theoretical discourse is excellent in the top students.

The School needs to improve how its students are prepared for practice. The vision of skills required for practice cannot be restricted to the production of drawings for Council submission. Students in 3rd year from the School demonstrate a wider set of skills relevant to the profession that they should be empowered to embrace and market through seeing them as a differentiating set of skills, such as critical design thinking, illustrations and written presentation.

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12   CONCLUSION

Having spent an intense three days over a virtual visit scrutinising the many facets of the Department of Architecture, the SACAP visiting board of 2021 is convinced of the integrity and efficiency of the programme and infrastructure. It is quite apparent that the foundation continues to provide the institution with a firm base from which to confidently develop a vision for the future. The board wishes the director and the School the very best for the coming term.

philippa tumubweinee	Dr Hermie Delport (VB Chairperson)
Date: 2021 10 18	Date: 28 October 2021
Signature:	Signature:

Annexure A: Competencies used

The competencies were aligned with the envisaged Identification of Work Matrix. That matrix is based on the complexity of the project, and the sensitivity of the context and site, whether natural or constructed.

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

Annexure B: Curriculum Overview

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The BAS programme – YEAR 1:

Code	Course	NQF Credits	NQF Level
Major Courses			
APG1020W	Design & Theory Studio I	72	5
APG1003W	Technology I	24	5
Non-Studio Courses			
APG1004F	History & Theory of Architecture I	12	5
APG1005S	History & Theory of Architecture II	12	5
APG1021W	Representation I	24	5
APG1017F	Academic Development Class	0	5
APG1018S	Academic Development Class	0	5
Total		144	

The BAS programme – YEAR 2:

Code	Course	NQF Credits	NQF Level
Major Courses			
APG2039W	Design & Theory Studio II	74	6
APG2021W	Technology II	24	6
Non-Studio Courses			
APG2000F	History & Theory of Architecture III	8	6
APG2003S	History & Theory of Architecture IV	8	6
APG2009F	Theory of Structures III	6	6
APG2011S	Theory of Structures IV	6	6
APG2038W	Environment & Services II	18	6
APG2027X	Work Experience	0	6
Total		144	

The BAS programme – YEAR 3:

Code	Course	NQF Credits	NQF Level
Major Courses			
APG3037W	Design & Theory Studio III	80	7
APG3023W	Technology III	24	7
Non-Studio Courses			
APG3000F	History & Theory of Architecture V	8	7
APG3001S	History & Theory of Architecture VI	8	7
APG3034W	Environment & Services III	6	7
APG3035F	Theory of Structures V	6	7

APG3036F	Management Practice Law III	12	7
APG3028X	Independent Research	0	7
Total		144	

The BAS (HONS) programme:

Code	Course	NQF Credits	NQF Level
Studio Courses			
APG4042F	Architectural Design Studio I	48	8
APG4043S	Architectural Design Studio II	48	8
Non-Studio Courses			
APG4039F	Advanced History & Theory of Architecture	12	8
APG4041S	Advanced Building Technology	12	8
APG4044S	Professional Practice	12	8
APG4048S	Architectural Research Method & Project	12	8
Elective Core Courses			
APG4021F	Urban Infrastructure	12	8
APG4028F	Aspects of City Design	12	8
APG4029F	Natural Systems	12	8
APG5025F	History & Theory of Architecture	12	8
APG4049F	Aspects of History & Theory	12	8
Total		168	

The MArch (Prof) programme:

Design Dissertation – Year Course

Code	Course	NQF Credits	NQF Level
Studio Courses			
APG5079W	Dissertation Design	120	9
Non-Studio Courses			
APG5059F	Advanced Theory Research	30	9
APG5057F	Advanced Technology Research	30	9
Total		180	

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Annexure D: Validation Board Members

Name	Representation	Telephone	E-mail
Hermie Delport (PhD)	VB Chairperson, EduComm member and Academic	+27 83 285 7253	HermieD@stadio.ac.za
Eugene Barnard (BArch)	Professional Architect	+27 82 452 1612	eugene@lemeg.com

6TH – 8TH SEPTEMBER 2021

TIME	ACTIVITY	PERSON/S INVOLVED
	For both on-site and blended validation visits.	
Friday,3rd September 2021	Pre-meeting of the Validation Board (VB).	VB
	DAY ONE: Monday, 6th September 2021	
08:00 - 08:15	Introduction by VB Chairperson of Board members and by the HoD of ALS of staff members via Zoom.	VB, Head of ALS and academic staff
08:15 – 09:45	Presentation 1 (Summative Self-appraisal) by Head of ALS of the ALSs. Presentation 2 by staff of the ALS of the outline of the academic programme. (Zoom Presentations by Dr Philippa Tumubweinee and Mr Sadiq Toffa)	VB, HoD of ALS and academic staff
09:45 - 10:00	Tea break.	
10:00 – 10:30	Private meeting with the HoD of the ALS via Zoom.	VB, HoD of ALS
10:30 – 11:30	Meeting with the Dean EBE and DVC Teaching and Learning via Zoom	VB, Dean DVC
11:30 - 13:30	Members of the VB divide their time between inspection of portfolios and other exhibited work on-line.	VB
13:30 – 14:30	Lunch break.	
14:30 – 17:00	Members of the VB divide their time between inspection of portfolios and other exhibited work on-line.	VB
14:30 - 17:00	Physical visits to workshops, library, studios, computer facilities etc., including informal discussions with staff and students.	VB member and Head of ALS
	DAY TWO: Tuesday, 7th September 2021	
08:00 – 09:00	The VB reflects on evidence presented and discusses the format of interviews to follow.	VB
09:00 – 10:00	The VB meets with students and graduates via Zoom.	VB and students
10:00 – 10:30	Refreshment Break.	
10:30 – 11:30	The VB meeting with external examiners via Zoom.	VB and external examiners
11:45 – 12:45	The VB meeting with full-time and part-time staff (without the HoD of ALS unless invited by the VB Chair) via Zoom.	VB and staff without HoD of ALS
12:45 – 13:30	Lunch break.	
13:30 – 16:30	Private meeting of the VB to agree on general findings and report content. The VB drafts statements and outlines the Report.	VB
	DAY THREE: Wednesday, 8th September 2021	
08:00 –11:45	The VB works on the verbal validation statement and draft written validation interim report. VB prepares for a meeting with senior management.	VB
12:00 – 13:00	The VB meets with the Deputy Dean to convey findings and hand over statements via Zoom.	VB and Deputy Dean

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