



South African Council
for the Architectural Profession

**REPORT ON THE ACCREDITATION OF ARCHITECTURAL PROGRAMMES AT
THE INSCAPE STELLENBOSCH CAMPUS**



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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
SAQA	South African Qualification Authority

1. Executive Summary

The Validation Board (VB) undertook a validation visit on the 28th & 30th June 2022 to accredit the Higher Certificate in Architectural Technology qualification at the INSCAPE Stellenbosch campus. The validation visit is aligned with the statutory mandate entrusted on the SACAP Council, section 13 of the Architectural Profession Act, No 44 of 2000. The accreditation visit serves to examine whether the architectural qualification complies with the prescribed standards.

The VB commends INSCAPE Stellenbosch Campus for having satisfied the minimum standards for accreditation. It is therefore recommended that the Council examine the findings of this report and grant INSCAPE Stellenbosch unconditional validation. The VB welcomes the commitment by INSCAPE Stellenbosch to recruit architectural academics. However, this is not sufficient, more should be done to build a culture that values diversity, promotes equality and inclusion in the architectural department.

Architecture reflects our culture; hence architectural content must reflect our diversity as a democratic nation that is founded on democratic values of human dignity, equality and freedom. There must be a concerted effort by the INSCAPE Stellenbosch Campus to transform the architectural curriculum and its content to reflect diversified culture of South Africa.

Following the accreditation visit, a summary statement was presented to the Head of Department on the 06th July 2022 which contains commendations and recommendations on the programmes of INSCAPE Stellenbosch Campus.

INSCAPE Stellenbosch Campus is one of five Campus under the Inscape Education Group. Even though each Campus is independently validated, one recognises a common base and thread between the various campus in their Curriculum, some HOD's, lecturer's and directors. One would thus expect that recommendations to an individual campus would carry through to the other campus. In defining timelines to addressing various recommendations in this report, one acknowledges that these may impact Inscape Education Group as a whole and not only the campus under review and the deadlines presented herein may need to be adjusted to consider impact to the

Inscape Education Group. The VB recommends that within 12 months from the receipt of this report, Inscape Stellenbosch Campus must submit a report detailing the progress that has been made based on recommendations.

Recommendation from SACAP Council:

The SACAP Council grants INSCAPE Stellenbosch Unconditional Accreditation Status.

2. Introduction

In terms of Section 13 (a) and (b) of the Act, the Council may subject to sections 5 and 7 of the Higher Education Act 101 of 1997, conduct accreditation visits to any educational institution which has a department, school or faculty of architecture, but must conduct at least one such visit during its term of office. If the Council does not conduct an accreditation visit within that term of office, it must notify the Minister accordingly and provide him or her with reasons for the failure to do so; either conditionally or unconditionally grant, refuse or withdraw accreditation to all educational institutions and their educational programmes with regard to architecture.

Pursuant to the above, SACAP mandated the VB to undertake the accreditation visit of INSCAPE Education Group at the Stellenbosch Campus on the 28th June 2022 and 30th June 2022 respectively.

The validation visit served to assess the quality and relevance of the Higher Certificate in Architectural Technology qualification (NQF LEVEL 5) which is offered through contact and distance mode of teaching and learning. This report contains the findings of the VB.

3. The Nature of SACAP Accreditation

The SACAP Council accreditation is subject to sections 5 and 7 of the Higher Education Act 101 of 1997. This means that the accreditation of architectural programs is conditional upon the accreditation of the architectural programs by the Council on Higher Education. On that account, the SACAP 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 moderator.

4. Aim and Objective

The aim and objective of accreditation is to improve the quality of architectural and safeguards the standards of architectural programs. Accreditation is a continuing quality control process and it occurs once every four years. The SACAP accreditation/validation system is substantially equivalent to all Canberra Accord signatories. Therefore, the SACAP accreditation system of architectural program is internationally aligned. This is to enable portability of architectural qualification internationally. The report provides the outcomes of the accreditation/validation of the Higher Certificate in Architectural Technology qualification.

5. 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 acknowledge fields for each of the four architectural professional categories and they are approximately aligned with the qualification that is being validated.

The validation process is standardised for consistency and quality 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.

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

6. Members of the Validation Board

The panel consisted of Dr Finzi Saidi (VB Chairperson), Ms Lula Scott (VB Member), Mr Richard Perfect (VB facilities inspector), Mr Mzwakhe Hlatshwayo (SACAP Manager: Education and Accreditation) and Mr Rickey Moodley (SACAP Education Officer). No conflicts of interest were reported. A detailed schedule of the VB members and qualifications is appended (Annexure D).

7. Meetings with Management

The VB held constructive and transparent meetings with the Dean and other staff members and noted that INSCAPE management was very committed and supportive of the institutions mission and vision.

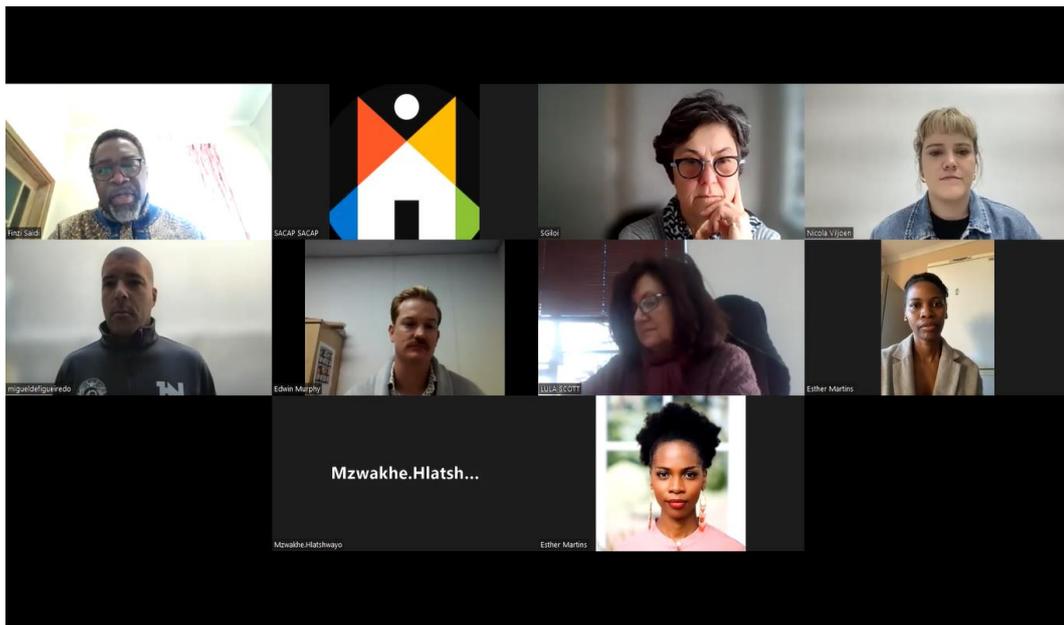


Photo 1: Meetings with Management

8. Report on the interview with the External Moderator

The comments by the external moderator during her interaction with the VB were positive but limited to specific subjects only. The VB was concerned that there was no distinct review of each module as a unit. The programme is annually overviewed holistically without interim moderation. The moderation process needs to be carried

out by appointed external moderators who are subject matter experts for each of the six modules offered. An interim review process during the year is suggested with the necessary report back to lecturers and students.

The VB recommends that within 12 months from the receipt of this report, The Inscape Education Group must submit a report to SACAP Council detailing the progress that has been made to external moderators.

The appointment of the moderators must be aligned to the CHE regulations which is based on a three (3) year contract. The moderators report should give effective feedback to the lecturers so they can implement the recommendations and benchmark their assessment practice against other INSCAPE campuses. The examiner's report for the Higher Certificate in Architectural Technology programme is inadequate as it evaluates technical and design modules only.

9. Report on the interview with Students

The total student compliment for 2021 is five students, this has increased in the current year of study. The VB noted diversity amongst the students. The students were satisfied with the facilities as well as with the interaction with their lecturers. The students commented that they felt safe on campus and that the security was very good. The students do enjoy being on the campus whether it is for work or for socialising.

Students were satisfied with the teaching and learning experiences and the academic assistance they received from full time lecturers, however, they felt that sometimes there was a delay in feedback to student queries and accessibility from part time lecturers. Overall, the VB noted that the students were largely satisfied with the programme's intentions and outcomes.

The WIFI accessibility at the campus is sometimes slow and poses a challenge. The staff to student ratio (1:2) is exceptional and staff are enthusiastic about their roles in INSCAPE. There is also an effective Student Representative Committee. Each of the qualifications offered on campus has at least one (1) nominated student representative that sits on the SRC.

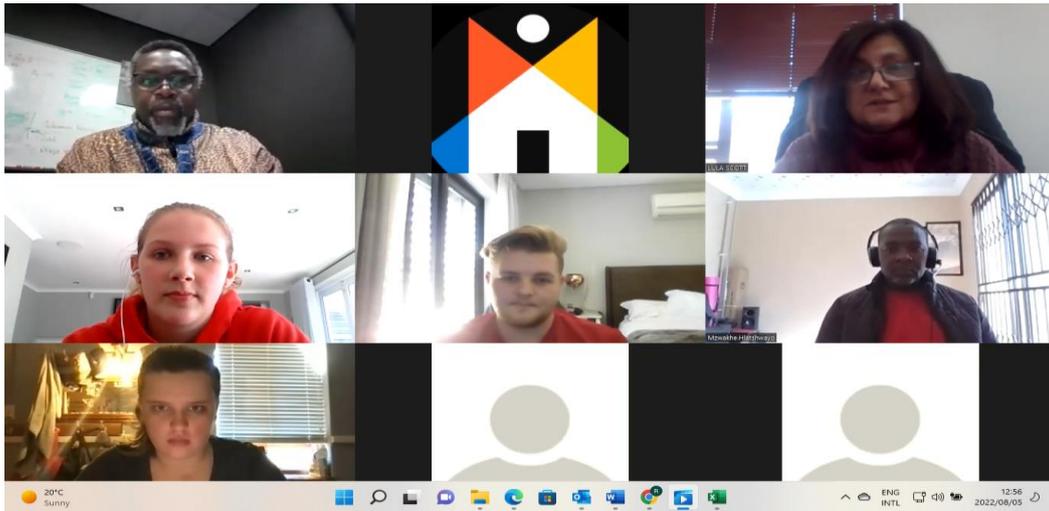


Photo 2: Virtual meeting with the students

10. Report on the Interview with the Staff

There are adequate qualified staff most of whom are practitioners. The staff were very complimentary of their leadership and the initiatives in place to enhance the faculty and its offerings. The staff seemed to have a willingness to teach and be available for the students' needs. Quality Assurance is done through class visits, internal moderation and through student review of courseware and lecturers. Student reviews are discussed in coaching conversations with all lecturers.



Photo 3: Virtual meeting with the staff

11. Facilities and Resourcing

12. INSCAPE- Stellenbosch Campus Facilities:

The VB member who visited the facilities was most impressed with this learning centre. The facilities are not exclusive to the Higher Certificate in Architectural Technology and are shared with other INSCAPE students.

The INSCAPE Stellenbosch Campus is located to the west of the Stellenbosch CBD, in the newly revitalised Bosman's Crossing Precinct. It was originally a warehouse and industrial complex, the Bosman's Crossing urban environment is emerging as a vibrant 'creative and tech' hub with a mixed use for working, living and business opportunities provided in a safe and secure precinct.

The campus is situated in a new commercial office block, Bosman's Business Centre, which is within a revitalised historic industrial urban complex. The building has a 5-star Green Building Certification. The school takes up the entire third floor, with two secure biometric access control points; on the ground floor reception lobby as well as at point of entry on the third floor. The ground floor reception is open between the hours of 07h00 and 18h00. There is a secure access-controlled basement parking provided for staff and students.

There are thirty (30) basement parking bays for staff and students on site. Limited and secure off-street parking is also available in the precinct streets. Three charging stations are also provided for electric vehicles in the basement parking. There is safe student accommodation available in Stellenbosch and within the Bosman's Crossing precinct which is within easy walking distance of the institution. Almost all the students are from the other provinces and thus live within proximity of the institution and either walk, cycle, or use their own vehicles. The use of e-hailing services within the town is also popular for the students.

The Bosman's Crossing precinct has a security guard posted at the single entrance monitoring access between the hours of 07h00 and 18h00. Security personnel are

located on foot patrols throughout the precinct. A CCTV is provided and monitored remotely. Security patrols also take place in marked armed-response vehicles. Despite the lapsing of the requirement, access is currently fully COVID compliant for students, staff and visitors. The premises is 100% compliant in terms of the OHS Act and Regulations as audited on the 13th December 2021.

The Inscape Campus is essentially a Design School. The Higher Certificate in Architectural Technology programme students share the facility and interact closely with students of other design disciplines that are offered. The interior space is bright and fresh, modern, simple and pragmatic in the use of materials and furnishings.

Bright accent colour codes the three (3) organisational zones. This seems to follow the corporate design language of the other campuses. Access to the third floor is provided by lifts or stairs into a lift lobby and reception area with electronic access control from reception into the three separate zones. A single paraplegic toilet with a male and female toilet are located centrally off the lift lobby reception and each includes a shower cubicle or change room.



Photo 4: Third Floor Inscape Reception Lobby

11.2 Teaching and Learning Areas

The campus provides for a total of nine (9) secure, naturally well-lit and ventilated studio space accommodating up to 32 students. However, it is the policy to limit the

class size to 24 students. All studio spaces are fully air-conditioned with reverse cycle heating. Studios are fully equipped with AV projectors, computers, white boards and speakers. Two (2) smaller teaching spaces, currently housing computer lab equipment, are provided. These spaces are currently being temporarily used by a third-party organisation.

The campus has no need for computer labs as each student is issued with a laptop for their own personal use. There is an abundance of general workspace with tables and chairs in addition to casual seating arranged in the respective teaching hub spaces in Zone 2 and 3. The layout encourages flexibility in terms of interaction models from individual one-on-one arrangements to formal classroom/ studio interactions, to informal 'pull up the chairs' gatherings. These spaces are ideal for exhibitions and general crit spaces, there are currently no printing facilities on campus other than for small format, A4.

Arrangements have been made for specialised printing to be outsourced and available in the precinct with student discount. Excessive printing is discouraged as all presentations and assessments are done electronically. Studio briefing and crit sessions are held in the studio as well as in the general hub spaces where it is relatively easy and conducive to pull up chairs and tables to form impromptu hubs for these activities.

All studio and work stations are electronically connected and equipped in respect to audio and visual apparatus. Free uncapped Wi-Fi data is available throughout the campus.

A model building area is defined in the overall facility space for use of students, but is currently under development.

The library is managed by a librarian, who is employed on a full-time basis and shared between the Cape Town and Stellenbosch Campuses. The library includes hard-copy reference materials. Students have access to the INSCAPE online library (ProQuest) and AutoCAD support.



Photo 5: Lecture Space



Studio 5



Studio 6



Studio 7



Library space

13. Commentary on the Modules presented:

13.1 Technical Drawing Practices (TEC135)

General Comments:

The VB commends the Technology teaching staff for a comprehensive study guide for semesters 1 & 2 that gives students a clear plan of what is expected of them and how to achieve it.

Working drawings could be at a detailed scale: 1:10 to reveal detailed complexity at every scale. Details in the students' work appears to be the same but at different scales

which is not helpful. The examiner was satisfied with the quality of work and felt that the standard was above the NQF level 5. The students understood the requirements of the workplace and were satisfied with delivery on the module and assessment. They had access to learning materials and had a relatively small class which meant that students had adequate consultation time.

13.2 Design Fundamentals (CRE136)

General Comments:

The module is well planned and is exemplified by study guides and assignments that document competencies and expected outcomes on completion. There is clear documentation of assignments and the criteria for the assessment. The content demonstrates adequate complexity for a draughtsperson and consists of history and theory of architecture; architectural principles: sketching, trends and the latest technological and layout/presentation techniques. There is clear evidence of the module as a space for students to express integration of technical, environmental and construction knowledge demonstrated by the final project. Student portfolios show evidence of knowledge of council submission requirements which are a key competence for a higher certificate program.

Two areas of learning which needs strengthening which were evident in the students' portfolio are:

- (i) the lack of well-developed freehand-sketching abilities;
- (ii) lack of knowledge of local architectural professionals i.e., student's reference of famous architectural professionals was from Europe or North America.

The assessment method is adequate although it was not evident that the students had full grasp of verbal presentation techniques. The external assessment and moderation process is inadequate. There is lack of a module specific report to ensure that the concerns are conveyed to the lecturers.

The VB recommends that within 12 months of receipt of the report, Inscape Education Group ,must submit a report to SACAP detailing how the matter has been addressed.

13.3 Green and Sustainability Technology (TEC137)

General Comments:

The VB commends the ‘Green Star-rated’ facilities. It is a perfect teaching space and an example directly aligned to the subject matter. Commonalities to findings at the other INSCAPE Campus visits were identified at Stellenbosch campus too. The module appears to be well-planned and supported by study guides and assignments. Competencies and expected outcomes on completion of module were well defined. There are numerous graphic examples presented enhancing the study material and there is a holistic approach and overview to the subject matter. The presentation and documentation of assignments and assessment criteria are defined and the content aligns to anticipated competencies of a draughts person.

There appears to be an interaction of the knowledge across other modules carried through to this model, thus the subject matter is not viewed in isolation. The portfolios presented identified a range of high, medium and low marks. Generally, there appears to be a good understanding of the principles required in the high and medium portfolios.

What appears to be a “copy and paste” of material researched is to be discouraged in the portfolio content. This seems to be a common practice in VB visits to the other INSCAPE Campuses. The quality of the technical drawings supporting the subject matter is not consistent and there is lack of evidence of application which is necessary for town planning criteria in the case studies.

The VB recommends that within 24 months from receipt of this report, the Inscape Education Group must submit a report to SACAP Council detailing the progress that has been made to the curriculum.

An extensive interaction with current systems and methods used in other countries is evident, leaning on existing expertise and working systems on which one may learn

from and apply locally. However, the subject matter presented did not show adequate focus on basic principles and vernacular examples (local and international and historic methods). The examples of current applications within the South African context and environment should be explored and incorporated further by INSCAPE. Noting the above, the staff interviews clarified that the basic principles and vernacular is covered in their teaching with local examples reviewed in their site visits.

The VB recommends that within 12 months from receipt of this report, the Inscape Education Group must submit a report to SACAP Council detailing the progress that has been made to formalise this in the curriculum.

The context of the SANS Regulations and Energy Efficiency calculations is touched on. A rational design may not necessarily fall within the required competencies; however, greater evidence is required of the student's interaction with the various calculations (one may need to apply in the rational design and/or confirm compliance to SANS Regulations and Energy Efficiency Regulations).

The VB recommends that within 24 months from receipt of this report, the Inscape Education Group must submit a report to SACAP Council detailing the progress that has been made to the curriculum following date of validation would be expected.

The VB encourages a greater “nuts and bolts” approach to understand the basic principles of environmental factors with students finding their own solutions exploring historic and vernacular methods. (This rather than relying heavily on current working systems). Incorporating the basic environmental principles and methods in the model building assignment (under different module) is encouraged.

The VB recommends that within 24 months from receipt of this report, the Inscape Education Group must submit a report to SACAP Council detailing the progress that has been made to the curriculum following date of validation would be expected.

13.4 Business and Practice Management (BUS138)

General Comments:

Commonalities to the findings at the other INSCAPE Campus visits was identified at the Stellenbosch campus too. The module appears to be well planned and supported by study guides with assignments. The learning is guided by written briefs which define the subject matter as well as the depth and breadth of the learning to be evidenced by the student. Competencies and expected outcomes on completion of the module is well defined. Examples are presented enhancing the study material and the content aligns to anticipated competencies of a draughtsperson.

There is, however, a strong emphasis on project management and contract management – the VB felt this was too advanced on expected competency. There is too much focus on the JBCC with insufficient focus on an overview of other market related contracts. Even though the Courseware is too heavily weighted on the JBCC contract for the Higher Certificate, it was encouraging that the portfolios' presented, the students' have a good interpretation of the principle applications of a contract. Professional Appointment Contracts (PAC) not adequately addressed.

The VB recommends that within 24 months from receipt of this report, the Inscape Education Group must submit a report to SACAP Council detailing the progress that has been made to the curriculum following date of validation would be expected.

There is not enough focus on office practice and local authorities and on the need for compliance in how documentation is presented.

In the portfolios presented, students appeared to have a good understanding of the principles required; the high range showed a good knowledge of project planning and the principles of business practice.

A greater understanding of the role players within the Built Environment and aligned professions with relevance to the student and graduate is required as this is not always correctly understood by lecturers themselves (and as taught).

The VB recommends that within 12 months from receipt of this report, the Inscape Education Group must submit a report to SACAP Council detailing the progress that has been made to the curriculum following date of validation would be expected. Reaching

out to SACAP by the ALS is recommended to ensure a clear understanding of the role players within the Built Environment and align professions.

The context and role of the Consumer protection Act (CPA) in the Built Environment and the alignment of the professions is not adequately explained.

The VB recommends that within 12 months from receipt of this report, the Inscope Education Group must submit a report to SACAP Council detailing the progress that has been made to the curriculum following date of validation would be expected.

Focus on interior design components was noted in the project plan but understood as a first project for students and thus applied simple project methods without construction methods to explain principles of project planning.

13.5 Software Application for the Built Environment (SOF135)

General Comments:

The module introduces students to software applications AUTOCAD and REVIT. In addition, it has a clearly outlined study guide that details the competencies and assignments designed to assist students with learning. It is commendable that INSCAPE provides students with LinkedIn training to enhance their software training. There is a clear intention to integrate software training with the technology and design modules by devising integrated assignments i.e. 'Technical Drawing Practices- TEC135' class and BRIEF TEC1356: Commercial Working Drawings. Student work shows that they meet the minimum competencies at higher certificate level in terms of computer drawing and software requirements.

13.6 Experiential Training (BUS 026)

General comments:

Students undertake a period of 240 hours/30 days full-time experiential training (in-service training or work integrated learning) in an architectural practice or similar. In 2021, with its Covid challenges, there were limited host company opportunities and INSCAPE is commended for their approach to creating "real life scenarios" for students to partake in and thus they were not compromised. Shortcomings in the content/experience were taken up by Distance Learning offering which provided

further opportunities to support the student. It is noted only 1 out of 5 students had the opportunity for an office work experience. INSCAPE should consider shifting the in-office work experience to mid-year rather than at year end, in order to enhance available opportunities.

The learning is guided by written briefs which define the subject matter as well as the depth and breadth of the learning to be evidenced by the student. Competencies and expected outcomes on completion of module are well defined. There are examples presented enhancing the study material. Noting the above, in the absence of opportunity to undertake office experiential training and site visits, the campus is to be commended on their approach for students in developing a presentation with research components to cover various aspects within an experiential environment.

Presentation and research tools are thus explored. The marks, however, were too high for content presentations and there is still a 'copy paste' tendency that was noted in some presentations. This is to be discouraged and students need to present their understanding in their own words.

It is recommended that expected responsibilities and intended outcomes by both the mentor/host company and student must be clearly outlined to ensure ongoing growth and that the student is effectively incorporated into the various work scenarios. With respect to office opportunities, documentation of the entire process must be recorded, both written and visually by submitting a log book signed by the supervisor to confirm that the work has been completed by the student. A portfolio of evidence of the work undertaken during the Experiential Training is needed. There should be an exit interview completed by the supervisor indicating the industry readiness of the student. This needs to be well planned and supported by study guides and assignments.

The VB recommends that within 12 months from receipt of this report, the Inscape Education Group must submit a report to SACAP Council detailing the progress that has been made to the curriculum following date of validation would be expected.

The VB recommends that within 24 months from receipt of this report, the Inscape Education Group must submit a report to SACAP Council detailing the progress that has

been made to the Experiential Training following date of validation would be expected. Noting consultations with industry and external stakeholders are necessary.

Furthermore, there should be ongoing liaison (formal and informal) by INSCAPE with the mentor/host company throughout the process (and not at the end only). This will help to identify challenges or shortcomings and enhance both the student's development and where required, to inform enhancements to the INSCAPE programme. The same ongoing liaison should apply with student as well.

14. Conclusions

The VB thanks the Campus Director, Dean of Built Environment and Departmental staff for their hospitality and assistance during the virtual visit. Having spent the day scrutinizing and interrogating the many facets of the INSCAPE Education Group, the VB trusts that the interaction, comments, and recommendations outlined will assist the ALS in continuing to play its role as a major contributor to the architectural profession and the built environment.

15. Acknowledgements

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

Campus Director: Miguel De Figueiredo

Dean for the Built Environment: Ms Esther Martins

Academic Leaders: Dr Sue Giloi, Mr Paul Gericke

Academic Staff: Nicola Viljoen and Mr Edwin Murphy

The staff, students, Alumni and part time lecturers represented at the virtual visit via zoom for making time available and sharing information.

Ms Esther Martins (Dean for the Built Environment)	Dr Finzi Saidi (VB Chairperson)
Date: 2022/09/27	Date: 10 _ October 2022
Signature: 	Signature: 

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		
		PrArch		
	MEDIUM	PrArchT		
		PrSArchT		
		PrArch		
	HIGH	PrSArchT		

Annexure B: Curriculum Overview

CODE	YEAR	MODULE
TEC135	1	Technical Drawing Practices

CRE 136	1	Design Fundamentals
TEC 137	1	Green and Sustainability Technology
BUS138	1	Business and Practice Management
SOF183	1	Software Application for the Built Environment
BUS026	1	Experiential Training

Annexure C: Validation Board Schedule

1. Acronyms

Acronym		Role
VB	Validation Board	
VP	Validation Panel	
NV	Nicola Viljoen	Acting Campus Director – Stellenbosch
PG	Paul Gericke	New Campus Director – Stellenbosch
EM	Edwin B Murphy	Junior Associate Full-time Lecturer
MdF	Miguel de Figueiredo	Campus Director – Western Cape
EM	Esther Martins	Dean- Built Environment Faculty
SG	Dr Sue Giloi	Chief Academic Officer

TIME	ACTIVITY	PERSON/S INVOLVED
Wednesday 29 June 2022		
10:00-12:00	Pre-meeting of the Validation Board (VB).	VB
Day One: Thursday 30 June 2022		
8:00-8:15	Introduction by VB Chairperson of Board members and by Dr Sue Giloi.	VB, NV, PG, EBM, MdF, SG, EM
08:15 – 09:45	Members of the VB divide their time between inspection of portfolios and other exhibited work.	VB
09:45-10:00	Tea break.	
10:00 – 12:00	Members of the VB divide their time between inspection of portfolios and other exhibited work.	VB
12:00 – 12:30	The VB meeting with external moderator.	VB and External Moderator
12:30 – 13:30	Lunch.	
13:30 – 14:30	The VB meets with students and graduates.	VB, Students and Graduates
14:30 – 15:30	The VB meeting with full-time and part-time staff (without the HoD of ALS unless invited by the VB Chair).	VB and staff
15:30 – 15:45	Refreshment Break	
15:45-16:30	Private meeting of the VB to agree on general findings and report content. The VB drafts statement and outline report. The VB works on the verbal validation statement and draft written validation interim report. VB prepares	VB

	for meeting with senior management.	
16:30 – 17:00	The VB meets with ALS to convey findings and hand over statement.	VB, NV, PG,EBM, MdF, SG, EM
17:00-	Depart.	VB

Annexure D: Validation Board Members

Name	Representation	Telephone	E-mail
Dr Finzi Saidi (PHD: Architecture)	Chairperson	082 765 1552	finzis@uj.ac.za
Ms Lula Scott (HN Diploma: Architecture/PSAT)	Practitioner	083 264 1056	lulaw@iafrica.com
Mr Mzwakhe Hlatshwayo (MBA: Business Administration)	SACAP Manager: Education	+27 11 479 5000	mzwakhe.hlatshwayo@sacapsa.com
Mr Rickey Moodley (Dip in Comp Science)	SACAP: Education Officer	+27 11 479 5000	Rickey.moodley@sacapsa.com