

STADIO School of Architecture and Spatial Design Accreditation Report



Report of the:

Accreditation visit conducted on behalf of the South African Council of Architectural Profession (SACAP) presented to:

STADIO School of Architecture and Spatial Design for the Higher Certificate in Architectural Practice.

Date of visit: 6 – 8 March 2024

Final Accreditation Report



Table of Content

1. List of Acronyms	2
2. Executive Summary	4
3. Introduction	5
4. Nature of SACAP Accreditation	5
5. Aims and Objectives	8
6. Criteria for Evaluation	8
7. Members of the Accreditation Panel	8
8. STADIO Institute of Architecture and Spatial Design report	9
9. Accreditation documents	10
10. AB interview with STADIO management	11
11. AB interview with Teaching staff	12
12. AB interview with External moderators	13
13. AB Interview with Students	14
14. STADIO facilities report	15
a) Location	15
b) Access to students and staff	16
c) Security	16
d) Overview of the premises	16
e) Universal Accessibility	16
f) Fire	17
g) The workshop	17
h) Work environment	17
i) Library	18
j) Lecture workspace	18
k) Student administration and recruitment	18
l) Information Technology	18
m) Social Interactions on Campus	18
n) General	19
15. Review of Courses	19
16. Conclusion	22
17. Appendices	23

1. List of Acronyms

Acronym	Name
AB	Accreditation Board
ALS	Architectural Learning Site
CA	Canberra Accord
CBE	Council for Built Environment
CHE	Council for Higher Education
HCAP	Higher Certificate in Architectural Practice
SACAP	South African Council for Architectural Profession

2. Executive Summary

- (a) SACAP is mandated in terms of sections 13 (a) and (b) of the Architectural Profession Act (Act 44 of 2000) subject to sections 5 and 7 of the Higher Education Act (Act 101 of 1997), to conduct an accreditation visit 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. The Council may either conditionally or unconditionally grant, refuse, or withdraw accreditation to all educational institution and their educational programmes regarding architecture.
- (b) On the 6th – 8th March 2024, the SACAP Accreditation Board (AB) undertook an accreditation visit as contemplated by section 13 (i) of the Act to STADIO. The Accreditation visit was conducted to scrutinise the Higher Certificate in Architectural Practice and ensure it complies with SACAP competencies.
- (c) From the previous advisory visit report, there is evidence that the ALS has implemented many of the advisory board's recommendations on the 27th of March, 2023. For instance, two part-time lecturers were appointed to reduce the workload of one staff member as advised in the advisory report, effective Student Representative Council (SRC) structures were put in place, and facility enhancements have addressed challenges previously identified.
- (d) Following the advisory report, the STADIO presentation was engaging and informative. The AB commends the ALS for making sure that the programme information is current and relevant and contains future initiatives. The well-structured programme aims to equip students with the necessary basic architectural skills. STADIO focuses on creativity, exploration, and experimentation while meeting SACAP's minimum competencies.
- (e) According to the programme coordinators' presentation, the STADIO architecture curriculum offers six modules, four of which are year modules and two of which are semester modules. All these modules carry equal credits of 20, this does concern the AB. The AB's view is that the 20 credits allocated to all the modules may cause unintended consequences, such as extra work for the academics.
- (f) The ALS had achieved 1:15 student lecture ratios in 2023. In 2024, 30 students have enrolled for the academic year doubling the 2023 cohort. The AB advised the management to consider splitting the students to a manageable ratio of 1: 10 to comply with Canberra Accord's requirements. More so, the AB commends the implementation of the ALS goal of widening

access, aiming to enroll students with an architectural portfolio and 40% pass rate in English at Senior Certificate level.

- (g) The AB commends the innovative recruitment strategy applied by STADIO to conduct free workshops for Grade 11s and 12s learners who are interested in architecture. This initiative resulted in an increased enrollment at STADIO. Furthermore, included in the strategy is a specified amount in the annual fees to be used by the ALS to purchase stationery resources and avail these for free to students during the academic year.
- (h) In compliance with the SACAP transformative agenda, the profile of the 2023 student intake was mainly females, with the majority being from the Coloured community. The staff component at managerial level is however concerning and needs to show transformation.
- (i) As part of their work readiness programme, STADIO engages with industry manufacturers to expose the students to the latest trends in the architectural field. STADIO also exposes students to construction sites. The benefits of these partnerships are that the students are kept informed with the relevant trends and also exposed to real architectural sites to enhance their experience and education. The AB strongly commends this initiative.
- (j) Facilities issues identified during the 27th March 2023 advisory board visit were mostly resolved. Lecturing staff have their own workstations, and the studio/workshop has more work tables and a well-resourced materials and equipment room for students to use for free. A technical sample store is being planned for the future.
- (k) The facility's lack of universal accessibility is of main concern. The fire escape route leading out of the premises is via a locked service gate. According to the Safety Act, this is a health hazard situation in which everyone is at risk in the event of a fire. The STADIO management should urgently address these issues with the landlord.

Accreditation decision:

- (l) The Council is satisfied with the outcomes of the assessment of the STADIO School of Architecture and Spatial Design (SOAASD). STADIO satisfies the minimum accreditation standards of the programme and should be granted Unconditional Accreditation. The Council further resolved that STADIO must submit a written report to SACAP within 24 months addressing all the areas that require remedial action.

- (m) The Council reserves its right to revoke its decision to grant unconditional accreditation if STADIO fails to submit the report within the stipulated time frame addressing all the issues raised below.

- (n) Feedback from students who were previously refused entry to other higher educational institutions said they came to STADIO “not having a clue” of what architecture was about, and through the year, they progressively learnt. They successfully passed their year of study, with the desire to study further and with a feeling of being enabled and relevant to enter the workspace or study further. This was a common position presented by the students. This first-hand experience speaks clearly to the ALS's achievement of its institutional promise, which stands on its Three Board Pillars. The work readiness and entry to further study was also articulated by external examiners. Therefore, STADIO must write a report to SACAP detailing how the current cohort has adjusted to the work environment, including access to further study at other ALS.

- (o) The formal appointments with clearly articulated expectations of the subject specialist external examiners aligned with the Council for Higher Education (CHE) prescript of a 3-year defined contract period, and allows for accountability. The moderator’s input to briefs and pre-assessment processes continues the consultative processes that STADIO embraces. Therefore, STADIO must write a report to SACAP detailing how they have separated their internal and external quality assurance processes as the ALS grows.

Commendations:

- (p) The progressive vision in the design of the programme—which differs from convention to a fully integrated system—is commended. The school's review process includes continuous assessment of projects and assignments, as well as lecturer and peer inputs.

- (q) The existence of the staff wellness programs and support structures is in place, which include medical aid, and bursaries for further study is commendable. The implementation of the

Management Information System (MIS) document system, which analyses workload allocation and red flags additional staff needs, is also commendable.

- (r) The ALS has a grievance policy, procedures, and a remuneration policy, all of which are effectively applied.

3. Introduction

- (a) SACAP is legally charged with conducting accreditation visits to any educational institution with a department, school, or faculty of architecture and either conditionally or unconditionally granting, refusing, or withdrawing accreditation to all educational institutions and their programmes regarding architecture. The accreditation visit aims to determine whether educational programmes meet the standards prescribed by SACAP. An officially appointed AB attended the accreditation visit.
- (b) The accredited qualification enables graduates to register with SACAP as Candidate Architectural Draughtsperson (CAD), Candidate Architectural Technologists (CAT), Candidate Senior Architectural Technologists (CSAT), and Candidate Professional Architects (CANT).
- (c) For this reason, SACAP carried out an accreditation visit to STADIO SOAASD to assess the quality and relevance of the Higher Certificate in Architectural Practice, which is offered through blended teaching and learning. The programme is currently being offered and has 30 students enrolled for the academic year 2024.
- (d) This report contains the AB's findings and recommendations intended to guide the institution in developing and advancing the programme to meet the SACAP/CHE criteria and standards.
- (e) A summary statement was presented to STADIO in March 2024. The AB thanked the management, faculty, and department for their assistance during the virtual online accreditation visit.

4. Nature of SACAP accreditation

- (a) Accreditation is an outcome-based, peer-reviewed evaluation of courses in architecture. SACAP evaluates the evidence presented by the ALS and revealed through interviewing staff, students, external moderators, and management.

5. Aims and Objectives

- (a) The accreditation visit by SACAP is subject to sections 5 and 7 of the Higher Education Act, 1997. The aim and objective of the accreditation visit is to evaluate the quality of architectural education programmes against the standards of education as set out in the SACAP ten competencies. The SACAP accreditation system is substantially equivalent to all Canberra Accord signatories.
- (b) This means that the SACAP-accredited architectural programmes are internationally aligned to enable the portability of architectural qualifications internationally. The accreditation visit was focused on evaluating the Higher Certificate in Architectural Practice.

6. Criteria for Evaluation

- (a) During the accreditation visit, SACAP evaluates architectural qualifications to ensure alignment with the educational standards. The accreditation visit evaluates the standard of achievement and the competence of graduates. The priority is to benchmark architectural qualifications against the SACAP competencies as the main criteria for evaluation. To this end, all accreditation documentation prepared by the ALS should identify how the SACAP competencies are being met within the curriculum, pedagogic approach, and assessment practices of the ALS.
- (b) When the AB reviews students' work, the lowest qualifying standards for graduation are of great concern. The ALS should respond to accreditation criteria that focus on the ALS's ability to deliver architectural qualifications. This includes but is not limited to, the quality and relevance of teaching and learning design, research, the nature of the ALS learning environment, and the extent of available resources for both staff and students. These aspects are set out on the evaluation matrix and the subject/module/unit review template.

7. Members of the Accreditation Board

- (a) The SACAPAB consisted of Ms Lula Scott (AB Chairperson), Ms Mathebe Aphane (AB member), Ms Carin Smuts (AB physical inspection member), and Mr Mzwakhe Hlatshwayo (SACAP Secretariat).

8. STADIO SOAASD (School of Architecture and Spatial Design) Self-Appraisal report

- (a) The School of Architecture and Spatial Design is one of the ten schools within STADIO. In 2023, the school enrolled 15 students into its Higher Certificate in Architectural Practice programme and underwent an advisory visit. The programme aims to provide a framework and a foundation for an architectural qualification, the programme is aligned with the institution's vision of widening access to higher education.
- (b) SOAASD's vision is to teach and practice from the socio-technical, regenerative perspective with hands-on, experiential learning opportunities, flexible participation options and strong connections to the industry and the profession. During the visit, the AB saw that connections have been established with private sectors to enable students to acquire access to construction sites, exposure to professionals for empowerment, and students could experience the actual design process in practice, therefore achieving the vision of the ALS.
- (c) The Higher Certificate in Architectural Practice improved admissions for 2024. It has enabled more school leavers to access the appropriate level and presented pathways for individuals from diverse backgrounds to enter higher education institutions. According to STADIO management, this initiative has satisfied SACAP criteria for transformation and ensured that students from low-income backgrounds can afford the fees at the ALS. Furthermore, the programme serves as a catalyst for individual empowerment and professional transformation.
- (d) The development of the Higher Certificate programme aimed to create a solid foundation for any student pursuing architecture as a career. The programme's design ensures that SACAP's ten competencies are achieved, and upon completion of the course, students can register as Candidates Draughtsperson (CAD) registration category. Moreover, the programme curriculum aims to incorporate social responsibility, sustainable environmental awareness, and community engagement.
- (e) A blended learning approach is applied as a strategy to achieve learning delivery. Students have access to live online sessions, either from campus or any suitable location. Sessions are also recorded for students to access at any time. Lastly, venue-based lessons are compulsory to keep up with the notional time, and attendance registers are kept.
- (f) In terms of assessment, a continuous assessment strategy is used to enable students to receive multiple opportunities. Projects are given to students as a form of assessment and are instruments to test students' understanding of modules. Questions in the project are scaffolded to enhance students' development of concepts. These projects assess real-life situations to better prepare students for the world of work. This initiative is commendable as it aids development.

(g) STADIO aims to provide access to architecture, as most public higher education institutions face challenges of growing demand for access to architectural sites. This is caused by restricted campus capacity and adherence to Ministerially approved university enrolment plans.

9. Accreditation documents and digital presentation of files.

- a) The evidence documents were not received on time but were presented in a digital format. The files contained the required information, but some lacked certain documents.
- b) The Self-Evaluation Report provided the ALS strategic view and the curriculum review. Moreover, the lectures provided an in-depth knowledge of the curriculum, which is aligned with SACAP competencies. The AB commends STADIO for this presentation and submission.

10. AB interview with STADIO management

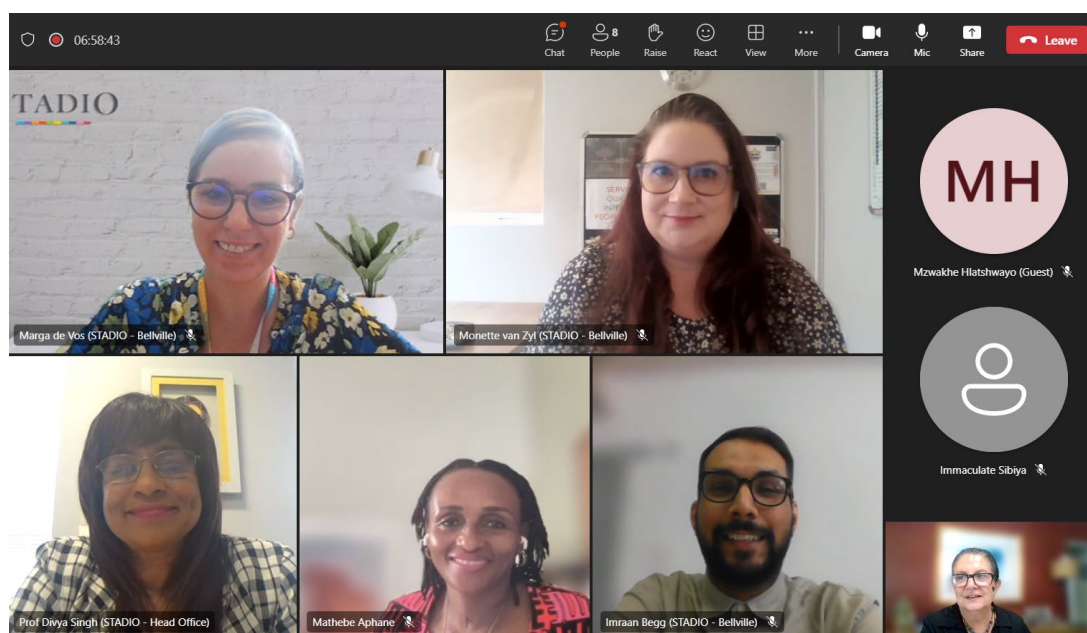


Photo 1: AB interview with management

(a) The Academic Manager, Ms Marga de Vos, delivered an impressive presentation. She painted an image of an academic institution which is thriving, yet still growing. The institution's vision encapsulates three pillars: (1) widening access targeting more students who require entry into the architecture space, (2) world of work which provides students access to experiential training via site visits, and (3) the Architectural practice programme is currently being offered

while the Spatial Design is still to be implemented. The AB commended the institution for an insightful and detailed presentation.

- (b) Prof. Divya Singh elaborated further on institutional growth from a strategic point of view. She alluded that more campuses are being constructed around South Africa and these campuses will introduce architecture to cater for the increased demands for enrolment. This comes because STADIO received 194 applications in their second year of cohort, in which only 30 were enrolled successfully. In addition, STADIO's goals entail applying for university status, ensuring quality teaching, and learning, encouraging research, and fostering impactful community engagement. The AB commended the management of STADIO for such an improvement in student intake. Furthermore, the AB advised that SACAP has an apprenticeship registration category to enable its graduates to register since the institution has yet to be accredited.

11. AB interview with Teaching staff members

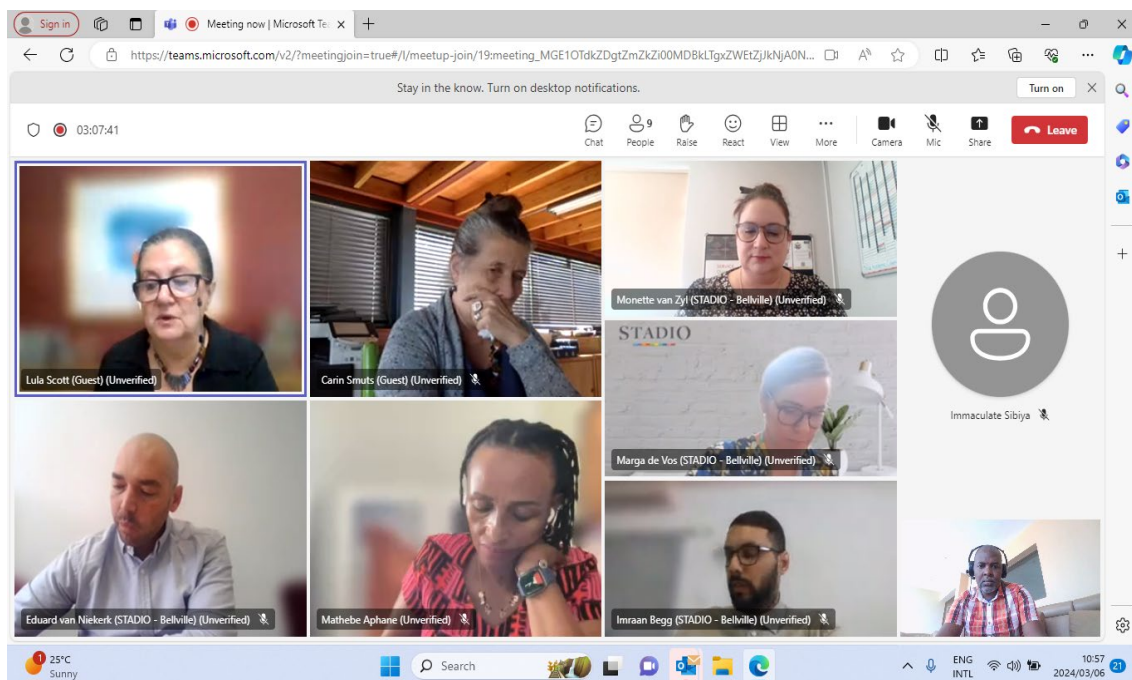


Photo 2: AB interview with staff

- (a) The AB commended the teaching staff for their dedication, hard work, and enthusiasm. According to Mr Imraan, who is currently enrolled in a PhD programme, management supports all staff initiatives and development. This was evident when, during the interview, staff received bursaries to improve their qualifications as a benefit. The improvement in qualifications

enables the teaching staff to develop more research-based activities and projects. Furthermore, staff of such high calibre and qualifications encourage students to be taught.

- (b) In terms of teaching, each staff member provides management plans for assessment. Assessment tabs are created for due dates for submission, this prevents congestion for submissions and provide opportunities for feedback to students. Moreover, students are provided with opportunities for onsite support at campus. Lecturers also undergo training to be equipped with skills to teach at STADIO. The AB commended the teaching staff and management for the support and developmental opportunities.

12.AB interview with External Moderators

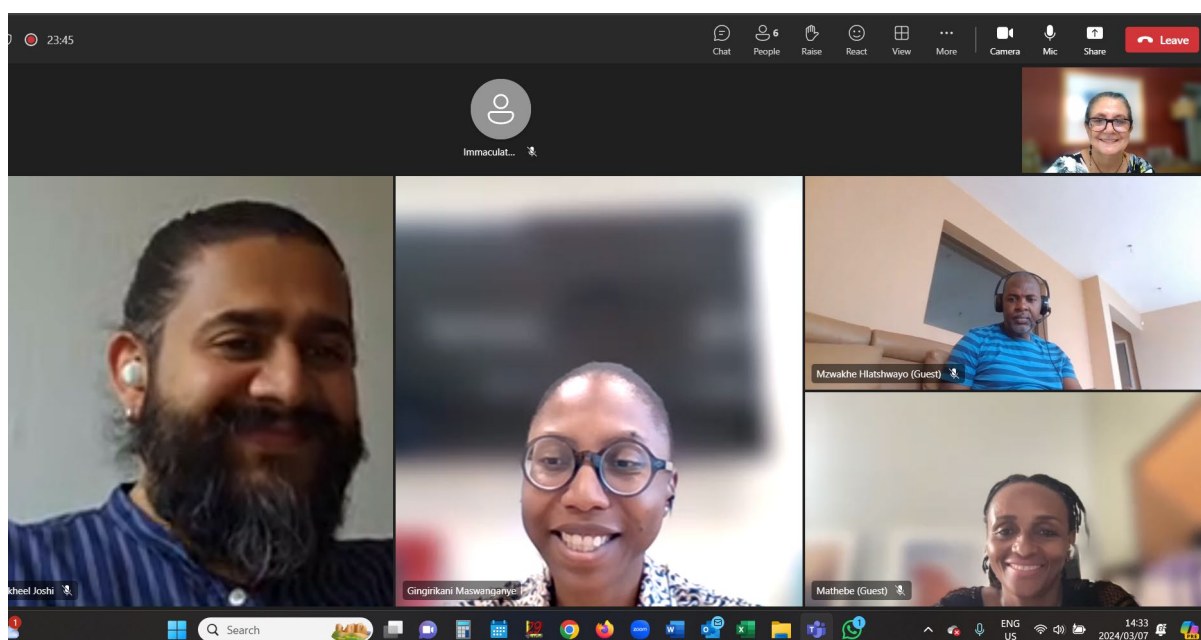


Photo 3: AB interview with external moderators

- (a) The AB commended STADIO's management for appointing External Moderators equipped with the right qualifications and expertise. The appointed External Moderators presented a sound teaching philosophy of the ALS, including understanding their roles and responsibilities. Their responsibilities include previewing the task before administration, quality assurance after administration, and providing sound inputs and recommendations using appropriate tools.
- (b) Furthermore, External Moderators alluded to the fact that the studio curriculum aims to provide students with skills for drawings that municipalities can approve. This means that the drawings taught at STADIO comply with the standards and regulations of the Council for the Built

Environment. Other skills such as communication, presentation, and teamwork enable the students to gain exposure to office practice. The AB commended STADIO for outstanding work and presentations.

13.AB interview with Students

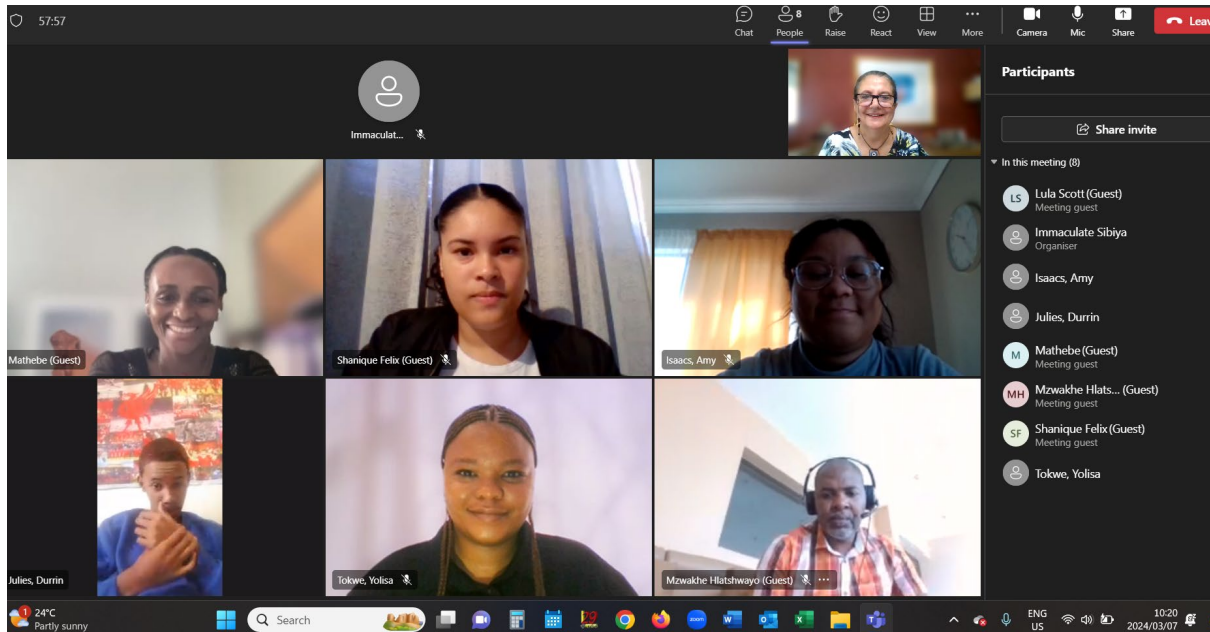


Photo 4: AB interview with students

- (a) Only four students were available for the visit. The students were confident and ready for the meeting. The students' experience of the programme was memorable, educational, and empowering, exceeding their expectations. For instance, access to the studio outside of the timetabled sessions. Small classes are available onsite for students - lecturer interaction on curriculum issues, including support with a difficult assignment. Site visits are arranged to enhance exposure to real design and construction sites. The AB appreciated the efforts made by STADIO management to foster a good culture of teaching and learning at the ALS.
- (b) STADIO is a good institution for learning. Lecturers provide opportunities for group discussions; assignment feedback, and provides opportunities for discussions, which improves students' performance. Social matters are discussed every second week, and problems encountered during lectures are submitted to a student representative. The student representative escalates to management for a resolution, which is shared with the concerned students. There seems to be a sound culture of communication and good governance, which the AB commends.

14. STADIO SOAASD Facilities Report

A brief synopsis of the facilities and resources available to the Department of Architecture and Spatial Design, STADIO: Bellville Campus



Photo 5: Main entrance

a) Location

The STADIO School of Architecture and Spatial Design is located at the Bellville Campus, Bellville Business Park, DJ Wood Street, Bellville, Cape Town. The premises is rented and houses seven different schools:

1. School of Administration and Management.
2. School of Architecture and Spatial Design.
3. School of Commerce.
4. School of Education.
5. School of Information Technology.
6. School of Law.
7. School of Media and Design.

Learners enter from the student car park to the west or are dropped off by Uber at the main entrance. There is adequate parking for staff and students. From the parking area, there is a slight ramp that leads to the main entrance door and foyer.

b) Access to students and staff

The building is being rented and forms part of an office park. It is open from 07h30 to 18h00 mainly for security reasons. Lectures start at 08h40 and end at 16h00.

c) Security

One in-house security personnel and another contracted security guard are stationed outside the premises. The main purpose of the security is to observe the parking and outside the building. Students and staff enter the building with access-control student/staff cards. Cameras boost the security system at STADIO.

d) Overview of the Premises

The STADIO campus is being built in Durbanville next to the Curro School, and everyone will move to the new campus once it has been constructed. The current four-storey building is modern and well-resourced. It serves as an effective and positive physical environment for learning.

The building is designed around a central vertical staircase, which permits visual and physical interaction between floors. There is no lift but stairs that access all the floors. Most areas are enclosed offices, workplaces, and studios, with open gallery/project display opportunities available on the ground floor and in the common passages. All areas have access to natural light and ventilation.

The architectural studio's ground floor is a vibrant space with a cafeteria, library, and relaxation spaces. An alcove at the cafeteria has bean bags that forms the chill area. The architectural studio has a very well-stocked resource room where students can freely use materials and resources. The idea is commended.

The cafeteria has a great outdoor area for students to relax on warm days, with plenty of covered, shaded tables and seating. Ablution facilities (male, female) are available on all floors for staff and students/visitors.

e) Universal Accessibility

A major concern is the building's universal inaccessibility for the physically challenged and lack of ablutions. The first and ground floors are accessible only via a service access ramp.

f) Fire

Regarding escape and emergency exit signage and equipment, noting the age of the building, it is noted that the building was compliant at the stage of initial occupancy, but regulations have been updated with adequate escapes and escape routes clearly indicated.

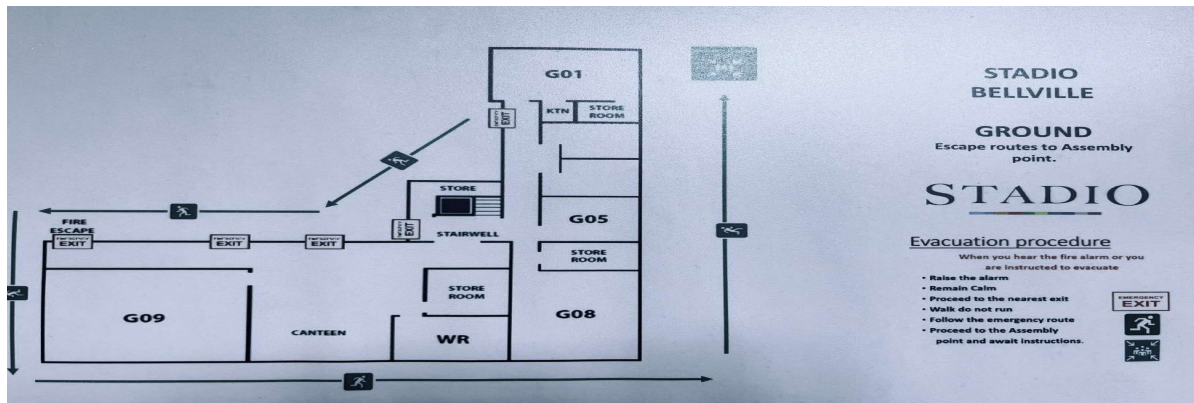


Photo 6: Ground Floor – Fire Plan

g) The workshop (model building)

The architectural studio doubles as a model-building space. The workshop/studio areas, all with access to good natural light and ventilation, include workspaces and storage facilities. Large open spaces are available for discussions, and studios offer multi-purpose opportunities serving as workshop areas, collaboration spaces, and training facilities.

The dedicated studio for architecture has good natural light and ventilation. There are worktables. A resource room has been created next to the studio, where students can access materials and equipment.

h) Work environments

There are shared computer laboratories which are well equipped, the laboratories used by SOAASD is equipped with 28 and the other with 36 computers respectively. Then, there are 12 personalised shared workstations with computers in the library. Further at the canteen, there are informal workstations where students can charge their devices and work. Free Wi-Fi is available.

Studios and lecture facilities are adequate in size and well-resourced. All have natural light and ventilation. Students are not encouraged to have their laptops in the first 6 months and they are to use the on-site facilities with all the software. There is a darkroom and photographic laboratory for students to use.

i) Library

The library is located next to the cafeteria, which is a good initiative. The library is a multipurpose space used for lectures, printing, computer research, etc. The campus library is open during the day. It is on the ground floor of the building and houses architectural and other design materials. Library staff are not solely responsible for architecture students but also for other departments.

The architecture material available for students is mostly hardcopy. Students can access the university intranet to source reference material that is available digitally. There are many workstations within the library. Copy facilities are available to make copies of material sourced. The library is on the ground floor and leads onto an outside courtyard where students can sit, work, and read.

j) Lecturer workspaces

Ms M de Vos shares an office workspace with other managers. There is also a shared office with three workstations at the ground level near the studio. The administrative area is easily accessible for students to inquire about registration and accounts-related matters. There is also a staff room with a balcony looking towards Table Mountain.

k) Student administration recruitment and support

At the main entrance, with the welcoming reception area and a neat waiting area, there are student recruitment offices to the left and student administration to the right. These are well placed and ensure that students know about these support services.

Next to the cafeteria on the ground floor is the student support area, which has two offices and two full-time staff members. This is commendable, as most ALS do not have this service. Students have access to a psychologist online which is arranged by the Centre for Academic Success Manager (C4ASS Manager).

l) Information Technology

There are a few computer laboratories because the different schools share the building. This is important as the students can interact and learn from each other. There is also a technical department where equipment is being repaired. The available software used by Architecture is AutoCAD and SketchUp and this is provided, at no additional cost to them.

m) Social interactions on campus

There is clear evidence of students socialising and hanging out in dedicated chill areas which allows the students to be together or to network around their studies outside of a formal training session.

All studios, workshops, and casual areas within the facility appear to have natural light and ventilation, making them conducive to social or workplace use.

The student life is vibrant, with a jovial mood between staff and students. The staff seem to be very supportive.

The building is L-shaped, with wide passages overlooking the courtyard and plenty of windows on the outside wall. The inside wall is covered with creative artwork from students in the building. The stairwell sits in the centre and is filled with light.

n) General

Regarding load-shedding issue, there is a generator which allows the activities in the building to continue.

o) Conclusion

The facilities are well-located and accessible to students. The staff and facilities are modest, clean and inviting. The inside layout of the building is orientated to provide the students with a vibrant learning environment. The fact that the building is shared with other creative lines of study also exposes the students to a more comprehensive learning experience. The AB commends this initiative and believes it is valuable for all the students in the building.

15. Review of courses/modules

Higher Certificate in Architectural Practice

(a) Introduction to Architecture and Principles of Architectural Design (Semester Module)

The module is aligned with SACAP's ten competencies, and it is integrated horizontally. Graduates are guaranteed work placement after completion of this module. The module's assessment is carried out through practical projects, assessed through a rubric, and feedback is provided through interaction with students or face-to-face interaction. The marking is of good quality with intense moderation. Expert moderators provide positive and developmental feedback to students and lecturers using appropriate tools. The pass rate for the module is 87 %, and students are satisfied with the course/module content.

(b) Creativity for Architectural Practice (Year Module)

The module is aligned with SACAP competency number 5, and it is integrated horizontally. The course is taught through live lectures and group discussions. The module's assessment is carried out through practical projects, assessed through a rubric, and feedback is provided through interaction with students or face-to-face interaction. The marking is of good quality with intense

moderation. Expert moderators provide positive and developmental feedback to students and lecturers using appropriate tools. There is also justification for why a moderator will allocate/adjust the student marks. On average, the pass rate for the module is 93 %, and students are satisfied with the content of the course/module.

(c) Architectural Studio (Year Module)

The module is aligned with architectural design competencies and teaches students drawings that comply with legislation, such as local municipality regulations. There is evidence of transformation in this course, and the content is primarily local. The course is taught in a studio, and upon completion, students are ready for office practice. The module's assessment is carried out through assignments containing strict guidelines for students to follow. Marking is done through a memorandum, and feedback is given afterwards. The marking is of good quality with intense moderation. Expert moderators provide positive and developmental feedback to students and lecturers using appropriate tools. The pass rate for the module is 67 %, and students are satisfied with the course/module content.

(d) Literacies for Architectural Practice (Year Module)

Literacy skills are taught for design and for solving construction problems. The development of building documentation includes focus on drawing by hand in a variety of media and using drawing software. Included are basic numeracy skills applied in draughting and construction principles as well as language, architectural vocabulary writing and research skills. An introduction to project management supports the students. There is alignment to the required SACAP competencies.

It was noted that the concerns of the advisory board, where there were only a few computer laboratories due to the different schools sharing the building, had been addressed with additional systems available and free student software licences available for each computer. Students need to experience working on A1 & A2 format. STADIO needs to procure printing facilities on-site, 3D printers and laser cutters.

Continuous assessment strategy provides students with multiple opportunities to receive feedback and apply same into their work, with objective of progressive development in their performance, learning and development. Projects and process, were based on real-world scenarios preparing students for the professional field serve as the primary assessment instrument for all modules. Clear rubrics are provided to guide student learning and facilitate grading. The review process includes continuous assessment of projects and assignments including lecturer and peer inputs.

(e) Professional Development for Architectural Practice (Semester Module)

The module serves to present a holistic overview of the professional context that the student will need to be familiar with and operate within. In making students aware of the different types of practice, various role players and related legislation in the built environment, it also educates on the expected conduct and responsibilities within the architectural profession. One encourages content to be enhanced to include all SACAP voluntary association that serve as support structures to the graduate (Draughtsperson category).

It is evident in the development of the curriculum, that there is an understanding of anticipated industry expectations of the HC graduate's skill and knowledge -an example being the emphasis in the curriculum on presenting an overview rather than focussing on specific contracts – this is relevant for the skills expected of the HC student. The extent of the subject material covered offers an overarching understanding and prepares the student for entry into the workplace or for further study.

The emphasis on the role and position of the draughtsperson in the broader built and legislative environment is relevant to the level of study and graduate. The module is aligned with the SACAP competencies.

The physical interactions have great value, as well as benefits and it reinforces what is learnt during formal studies. The site visits to an architectural practice and an actual building site offer perspective and experience for the student; this was emphasised by the students as valuable as the visit contextualised what had been taught. The direct participation of students in an organised Community Engagement project offers valuable insights and experience, the activity was expressed as being memorable and fulfilling on a personal level by the students. Participation in a Simulated Office Project is “designed to bridge the gap between academic learning and the professional environment of architecture.” The practical approach enhances skills and prepares graduates for entry to the workplace.

The review process against a clearly defined Rubric included continuous assessment of projects and assignments as well as self-assessment.

(f) Introduction to Sustainable Construction (Year Module)



Students are introduced to the basics of building technology and design. Exposure to analysing existing local structures, conscious of environmental impact encourages critical thought and understanding and develops a sound foundation to apply environmental responsibility and passive design principles while exploring and physically engaging with traditional and alternative materials. The level of study focussing on structural solutions, basic construction methods, materials and

services for simple double storey buildings aligns to expected skill base of a Draughtsperson category with the module aligning with the SACAP competencies.

The holistic approach of study across modules ensures horizontal integration. The study material which relates to the South African context is clear, thorough, supported by graphic images and alternate media methods used to elaborate on the content taught. The review process includes continuous assessment of projects and assignments against a clear rubric including lecturer and peer inputs, reinforces continuous development. Moderator feedback is thorough and constructive.

16. Conclusion

The AB would like to thank the acting manager, Ms M de Vos, and the departmental staff for the online session. STADIO offers a comprehensive programme that aims to provide graduates with technological skills for industry use. The AB commends STADIO on the work done thus far and looks forward to seeing ALS grow to be the best affordable private education provider.

Acting Manager: Ms M. de Vos	AB Chairperson: Ms Lula Scott
Date: 24 April 2024	Date: 24 April 2024
Signature: 	Signature: 

17. Appendices

(a) Annexure A: Competencies used

The competencies were aligned with the envisaged Identification of Work Matrix. That matrix is based on the project's complexity 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		

(b) Appendix B: Curriculum Overview

Programme comprises six 20 credits modules	
Year Modules	Architectural Studio (20 credits)
	Creativity for architectural practice (20 credits)
	Literacies for architectural practice (20 credits)
	Introduction to sustainable construction (20 credits)

Semester 1 Module	Introduction to Spatial and architectural Design Principles (20 credits)
	Professional Development for architectural Practice (20 credits)

(c) Appendix C: Accreditation Board Schedule

	WEDNESDAY (ONLINE PRESENTATIONS) 06-Mar		THURSDAY (ONLINE INTERVIEWS) 07-Mar		FRIDAY 08-Mar	
	Activity	Responsibility	Activity	Responsibility	Activity	Responsibility
08h30	Introductions	All				
08h45			The AB reflects on evidence presented.	AB	The AB works on the verbal validation statement and draft written validation interim report. AB prepares for meeting with senior management.	AB
09h00	Summative Self-appraisal	HOC/ AM				
09h15						
09h30						
09h45						
10h00	Comfort/ Tea break		Comfort/ Tea break			
10h15	Academic Programme Presentation	PC	AB Meeting with Students	AB & 2023 Students		
10h30						
10h45						
11h00	Review of Student Work	AB	VB Meeting with Lecturing Team	VB & Academic Team		
11h15						
11h30						
11h45						
12h00			AB Meeting with Academic Consultants	AB & Academic Consultants	The VB meets with VC, DVC, Dean and Deputy Dean to convey findings and hand over statement.	AB
12h15						
12h30						
12h45						
13h00	Lunch Break		Lunch Break		Lunch Break	
13h15						
13h30						
13h45						
14h00	STADIO presentation - reflection of the year	HOC/ AM/ PC	AB Meeting with External Moderators	AB & External Moderators	DAY 03 CONCLUDES	
14h15						
14h30						

14h45	Private meeting with AM, PC & HOC.	All		
15h00			Private meeting of the AB to agree on general findings and report content.	VB
15h15				
15h30	Q&A	All		
15h45				
16h00				
	DAY 01 CONCLUDES		DAY 02 CONCLUDES	

(d) Appendix d

Name	Representation	Telephone	E-mail
Ms Lula Scott	Chairperson (Practitioner)	083 264 1056	lulaw@iafrica.com
Ms Mathebe Aphane	Academic & Practitioner	084 536 1177	Mathebe.Apahene@icloud.com
Mr Mzwakhe Hlatshwayo	SACAP Manager: Education & Accreditation (Secretariat)	011 479 5000	Mzwakhe.Hlatshwayo@sacapsa.com
Ms Carin Smuts	Practitioner	072 280 3320	carinsm@csstudio.co.za

