

BOARD NOTICE 484 OF 2023**SOUTH AFRICAN COUNCIL FOR THE ARCHITECTURAL PROFESSION**

In terms of section 36. (1) of the Architectural Profession Act 44 of 2000 “the Act”), the Council may, by notice in the *Gazette*, make rules with regard to any matter that is required or permitted to be prescribed in terms of this Act and any other matter for the better execution of this Act or in relation to any power granted or duty imposed by this Act.

Accordingly, the Council hereby makes known that in line with section 36 of the Act, it made the Rules for Accreditation of architectural programs at educational institutions which have a department, school or faculty of architecture, and for the registration of students as set out hereunder.

Preamble

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

Wherefore, the Accreditation Rules reaffirm the commitment of the SACAP to quality architectural education in South Africa. The Accreditation Rules supports the SACAP’s overarching objective of transformation as well as the SACAP’s vision for excellence in architectural education. The accreditation rules set the standard of achievement to be attained and the method of assessment to be undertaken.

The overriding objectives for the accreditation rules are to strive for quality architectural programs in South Africa. The Rules lay down quality standards of architectural programs which must be complied with. Failure to do so may lead to refusal or withdrawal of accreditation.

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1. Glossary

Accreditation: Formal recognition awarded to an education or training programme through a quality assurance procedure that ensures it meets the criteria laid down for the type of programme.

Accredited programme: A programme that has been evaluated and accredited by SACAP as meeting stated criteria.

Accredited qualification: A qualification awarded on successful completion of an accredited programme.

Accreditation criteria: Statements of requirements that must be satisfied by a programme to receive accreditation.

Assessment: The process of determining the capability or competence of an individual by evaluating performances against standards.

Assessment criteria: A set of measurable performance requirements which indicates that a person meets a specified outcome at the required level.



Hybrid: Combines modes of on-line accreditation assessment with traditional face-to-face assessment.

Registration category: Distinctive characteristic, competencies, educational requirements and defined principal routes to registration.

Continuous quality improvement: A process based on the concept that improvement of a process is always possible subject to on-going assessment of the process and measures to maintain and improve quality.

Education Committee: The High Impact Committee established by Council to address all education matters.

Programme: A structured, integrated teaching and learning arrangement with a defined purpose and pathway that leads to a qualification.

Self-Evaluation Report: An ALSs' reflective report of how a programme meets each accreditation criterion while covering all methods of programme delivery and all possible pathways for completion of the degree.

SACAP Competencies: A matrix of competencies for architectural professionals compiled by the SACAP (attached hereto as Appendix A) that outlines the required awareness, knowledge, skills and the ability to apply these.

Exit statement: A context in which assessment takes place against an outcome and is expressed in terms of situations, activities, tasks, methods and forms of evidence.

SACAP Accreditation rules: A set of formal documents that outlines the official rules, processes and procedures for the accreditation of architectural qualifications.

Accreditation Recommendation: The recommendation made by the Accreditation Board after the evaluation of an Architectural Learning Site.

Accreditation: The action undertaken by an appointed Accreditation Board to quality assure architectural programmes against the SACAP competencies.

Accreditation Panel: is a pool of suitably qualified and approved professionals from which members of an Accreditation Board are drawn for each accreditation visit.

Accreditation Board: is a team of representatives drawn from the SACAP's Accreditation Panel.

Accreditation Report: A report with recommendation(s) of the Accreditation Board issued to the SACAP Council after the accreditation visit.

Qualification: The formal recognition of a specified learning achievement that is usually awarded upon successful completion of a programme.

2. Acronyms

ALS: Architectural Learning Site: A faculty, department or school of architecture at a higher education institution.

CA: Canberra Accord



CHE: Council on Higher Education

DHET: Department of Higher Education and Training

HEQC: Higher Education Quality Committee

HEQSF: Higher Education Qualification Sub Framework

HoS: Head of School

IDoW: Identification of Work

NQF: National Qualifications Framework

Recognition of Prior Learning (RPL) is a process through which non-formal learning and informal learning are measured, mediated for recognition across different contexts, and certified against the requirements for credit, access, inclusion or advancement in the formal education and training system, or workplace.

The Architectural Profession Act defines RPL as previous learning and experience of a learner, howsoever obtained, against the learning outcomes required for a specified qualification and the acceptance for the purposes of qualification of that which meets those requirements.

SACAP: The South African Council for the Architectural Profession

SAQA: The South African Qualifications Authority

VA: Voluntary Association

AB: Accreditation Board

3. Background

- a) SACAP recognises that architectural professionals practise architecture in a global environment. As such, architectural educational national standards and practices must align to international standards and best practice. The SACAP accreditation system is internationally recognised as SACAP is a full signatory of the Canberra Accord. Therefore, the accreditation process is aligned to the Canberra Accord on Architectural Education (Canberra Accord, n.d.) This is to ensure that the accreditation of ALSs delivers graduates who are recognised internationally. South African graduates are recognised by those countries that are signatories of the Canberra Accord.
- b) While Accreditation of the ALSs must ensure quality of architectural programs. However, the SACAP does not expect a homogenous educational environment, but, rather, encourages innovation and a diversity of pedagogic philosophy, focus and content. SACAP endorses architectural education that develops students who are design oriented, technically competent, people-centred and enables the spatial transformation of South Africa's historically segregated built environment.

4. Application

- a) Accreditation rules shall apply to any educational institution which has a department, school or faculty of architecture in South Africa. Therefore, no person or educational



institution shall offer or provide any architectural education or training, unless such education or training has been accredited by SACAP.

- b) The Accreditation Rules apply to all ALSs that require new or continued accreditation for architectural qualifications.

5. Periodic re-evaluation to maintain accreditation status

- a) In terms of section 13 (a), the Council may 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.
- b) The term of the Council is 4 years; therefore, the Council shall undertake Periodic re-evaluation to each accredited educational institution to maintain accreditation status once every four years.

6. External Quality Assurance

- a) SACAP shall undertake quality assurance of its national accrediting system every 2 years by undertaking international benching marking surveys of accrediting systems. External quality assurance shall address the shortcomings in the SACAP quality assurance system and enhance SACAP accreditation system. This is to ensure continuing effort to improve the integrity and quality of SACAP accrediting system and to align with the international best practice.

7. Role and Responsibilities

- a) The SACAP steers and administers the accreditation system and processes as stipulated in section 13 of the Act.
- b) The ALSs are responsible for preparing documentation and evidence for accreditation visits and for submitting proposals for new qualifications to the SACAP.
- c) The Accreditation Board is responsible for conducting accreditation visits to new or existing ALSs. The accreditation visit can either be undertaken by face-to-face, virtual or hybrid methods.
- d) The SACAP shall decide whether the accreditation visit shall be conducted physically or virtually, taking into account the travel cost, accommodation, availability of documentation, and the type of accreditation and programme.

8. How to read the Accreditation Rules

The accreditation rules consist of the main document and appendices. The main document provides the rules for the accreditation process and the role and responsibilities of the SACAP and the Accreditation Board. The appendices provide explanatory details.



a) **Appendix A: SACAP Competencies**

The accreditation criteria are standards that assist ALSs in the design of new qualifications, the evaluation of existing qualifications and preparation for accreditation visit. These standards also guide the SACAP and Accreditation Board in evaluating new and existing architectural qualifications.

b) **Appendix B: Accreditation Board**

The appendix provides detailed information about the roles, duties and responsibilities of the Accreditation Board. Outlines to the Accreditation Board approach to evaluation, provides an evaluation matrix, presents a pre-meeting agenda and provides detail for communicating the accreditation visit findings.

c) **Appendix B.1: Evaluation Matrix**

The evaluation matrix corresponds with the ALS report (Appendix C) and provides criteria to an Accreditation Board for the evaluation of the ALS.

d) **Appendix B.2: Subject/Module/Unit review template**

The subject review template is used together with the evaluation matrix (Appendix B.1) as guidance to an Accreditation Board for the evaluation of the ALS.

e) **Appendix B.3: Accreditation report template**

The Final Accreditation Report (FAR) is the culmination of the accreditation visit. 8 weeks after the accreditation visit, a draft report shall be submitted to the ALS for comments. Once comments are received, the Draft Accreditation Report (DAR) shall be submitted to the Registrar. Once the Registrar endorses the report it shall be presented at the next Education Committee meeting for recommendation. The report shall be submitted to the next Council meeting for approval. A copy of the FAR is then sent to the ALS. The entire process should not exceed 6 months after the completion of the accreditation visit.

f) **Appendix C: ALS Report**

The appendix contains the information required for the ALS Report, which is prepared by the ALS for submission to the SACAP prior to the accreditation visit. All parts of the ALS Report are related to the period since the previous accreditation visit.

g) **Appendix D: ALS Evidence Preparation**

The appendix outlines the extent, preparation and exhibition of evidence that needs to be accessible for evaluation by an Accreditation Board during the accreditation visit. The ALS



presents evidence of teaching and learning materials, student work and assessments of the year preceding the accreditation visit.

h) **Appendix E : ALS New qualifications**

The appendix stipulates the information and documentation required for submission of new architectural qualifications to the SACAP for support and recommendation.

i) **Appendix F: Accreditation logistics**

The head and staff of an ALS as well as an Accreditation Board must review **Appendix F** well in advance of the accreditation visit, so that the procedure for the accreditation visit is understood. This document sets out general procedures, the suggested timetable and information for preparing for the accommodation of a VB.

j) **Appendix G: Appeals**

Appendix G outlines appeal process available for the ALS, should the ALS wish to contest accreditation decision.

9. Transformation of the Architectural Profession

- a) Transformation is a Constitutional imperative in South Africa; therefore, transformation of the architectural profession is a key objective of the SACAP. Transformation of education speaks to the ALS's ethos, structure, curriculum, demographic of students and staff and throughput of students. Although some progress has been made over the past two decades, more work needs to be done to progressively realise transformation.
- b) Transformation necessitates diversity and inclusivity. These concepts are defined below and serve as a starting point for achieving a common understanding of the transformation in architectural education means.
- c) The transformation of an ALS is part of the criteria considered when an Accreditation Board makes a recommendation after an accreditation visit. The ALS must report on the annual intake of students from previously disadvantaged background, dropouts and challenges faced by students from previously disadvantaged background, mechanism put in place by the educational institution to manage dropouts and improve throughput.

Inclusivity (UNESCO, 2017)

- a) Inclusive education removes barriers limiting the participation and achievement of learners or students, respective of diverse needs, abilities, and characteristics and that eliminate all forms of discrimination in the learning environment. This approach prioritises the identification of and response to barriers and practices of discrimination within education which limit both participation and achievement. The goal is an education system which



facilitates an environment where educators and students embrace and welcome the challenge and benefits of diversity.

Diversity (Ahmed, 2004)

- a) Diversity refers to patterns of difference in terms of certain social categories. The foremost terms shaping discourses and policies related to diversity include race, ethnicity, religion, gender, disability, sexuality and age. The critical diversity approach acknowledges the role of power in constructing difference, and the unequal symbolic and material value of different locations. This approach locates difference within a historical legacy as an outcome of social practice and an engagement with the transformation of these oppressive systems.

Transformation (UCT, 2015, 2018; Soudien, 2010)

- b) Transformation is viewed, on one hand, as seeking to remedy imbalances related to the representation of different race, class, gender, language groups. This approach to transformation prioritises numbers and representation. On the other hand, transformation is viewed as an issue related to historic privilege, power and marginalisation. Transformation then is an ideological process which engages and redresses histories of colonialism and apartheid. The emphasis here is on redress in relation to disparities related to political and economic power in society. These two elements are related, and often occur simultaneously.
- c) An ALS under review will need to explain quantitative and qualitative indicators towards transformation. Guidelines for these are available in Appendix B. The SACAP calls to action each ALS to work towards inclusive pedagogic and epistemological space, to address the socio-economic challenges facing South Africa and the architectural profession and to make a concerted effort towards transformation in the ALS context. The ALS must include their response to this in the relevant section in the ALS report.

10. Accreditation Criteria (Detail in Appendix A, B.1, B.2)

- a) The accreditation system enables the SACAP to evaluate the quality and relevance of architectural qualifications and the standard of achievement and competence of graduates of ALSs at higher education institutions. The priority of the SACAP is to benchmark architectural qualifications against the SACAP competencies (**Appendix A**) as the main criteria for accreditation.
- b) The SACAP competencies are a description of the required knowledge and skills and application required of architectural professionals. To this end, all application and accreditation documentation prepared by an ALS should identify how the SACAP competencies and standards are being met within the curriculum, pedagogic approach and



assessment practices of the ALS. In reviewing the work of students, the lowest qualifying standards for graduation are of greatest concern.

- c) It is the ALSs' obligation to provide evidence that the accreditation criteria are being satisfied. The ALS must therefore complete and forward all required documentation and supporting evidence, make available specified material, including accessible links to hybrid and online programmes and systems, prior to the accreditation and respond to requests for supplementary information before and during the accreditation.
- d) Documentation in accordance with the requirements must be submitted to SACAP within the prescribed time before the accreditation. Should the ALS not submit documentation timeously, the accreditation may be cancelled if there are no justifiable reasons for failure to submit required documents.
- e) Evidence or information supplied after the evaluation will not be considered by the Accreditation Board.
- f) Should relevant information not be provided, the Accreditation Board may report that certain evidence was unavailable and that compliance of the programme with one or more criteria could not be verified. Such a programme will be treated as deficient, and accreditation may, at best, be granted for a limited period with a revisit required. These aspects are set out on the evaluation matrix (**Appendix B.1**) and the subject/module/unit review template (**Appendix B.2**).

11. Accreditation processes

- a) The accreditation visit can be conducted either completely on-site or via hybrid method. The same process is followed for both, except that for the hybrid visit only three (3) Accreditation Board members (the Chairperson, and 2 AB members) together with the SACAP secretary visits the ALS for the first day. The first day is only to complete a physical review of the ALS accommodation and to interview management, staff and students. The other meetings can be conducted online. In the instance of a hybrid visit, an open day may be inserted between Day one and Day two to allow for travel for the visiting Accreditation Board members.

Continued accreditation

- a) Accreditation Board visits an ALS to review existing qualifications for continued accreditation. Accreditation visits are conducted every four years, follow-up visits may be conducted every 12 months. The intention is that each ALS must be visited once during a Council's four-year term of office. The date for accreditation visit will be confirmed by the Registrar of the SACAP, a full calendar year in advance.
- b) Section 13 of the Act states that if "the Council does not conduct accreditation visit within that term of the Council; it must notify the Minister accordingly and provide him or her with



reasons for the failure to do so". Therefore, in cases where the Council does not undertake accreditation visit. The Minister shall be notified accordingly and be provided with sufficient reasons.

There are three main accreditation outcomes:

1) Unconditional accreditation

Where there has been a previous accreditation visit and the accreditation of the ALS qualifications and the evidence presented demonstrates that the ALS has maintained the necessary standards, accreditation is continued for a period four years.

2) Conditional accreditation

- i) Where aspects of the ALS or its qualifications require improvement, Conditional accreditation may be granted. Remedial action must be undertaken and shall be monitored over a period of 12-months. After 12 months of receiving the accreditation report, the ALS must submit to the Education Manager of SACAP an annual report detailing actions taken to implement the decision of the Council.
- ii) The Education Manager together with an appointed Accreditation Board member, preferably the member who was part of the visiting Accrediting Board, shall visit the ALS to verify the evidence presented by the ALS in the report.
- iii) Remedial actions shall be taken where deviations occur and further directives shall be issued to the ALS.
- iv) The ALS must submit a remedial report to the SACAP Education Manager each academic year and request a revisit by a full Accreditation Board within two (2) years. Evidence should be submitted showing that the necessary improvements have been made.
- v) The ALS may request guidance and feedback from the SACAP on the areas of improvements through:
 - Submission of external examiner and HoS reports on the remedial actions taken annually until the next visit;
 - Requesting an interim informal visit by the Accreditation Board.

3) Withdrawal of accreditation

- i) Withdrawal of accreditation shall only be implemented by Council as a last resort and it shall be applied only where the exit level qualification



outcomes have fallen below minimum standards or where conditional accreditation will not be an effective solution.

- ii) Students already registered in a qualification at the time of the accreditation visit shall be allowed to complete the qualification and such qualification must be recognised by the SACAP for registration as candidates from an accredited ALS.
- iii) New registering students shall be made aware that the ALS is not accredited until further notice.

12. Accreditation visits for first-time accreditation

- a) A new ALS shall apply for a pre-accreditation visit for a first-time qualification.
- b) Accredited ALSs shall only apply if they offer a qualification they have never offered before.
- c) An initial accreditation visit is to be conducted at the end of the first year of a new qualification. The outcomes of an initial accreditation visit can be one of two possibilities:

Unconditional accreditation:

- d) Where the evidence evaluated complies with the necessary standards.

Deferred accreditation:

- e) Where the evidence evaluated does not comply with the necessary standards, the outcome may be deferred until the ALS has fulfilled requirements, for example:
 - i) ALS may be required to provide additional evidence (to be specified);
 - ii) The inclusion of some Accreditation Board members at the end of year assessments to view the sample of an ALS's work and report back to the SACAP.

13. New Architectural Qualifications

- a) No person or educational institution shall offer or provide any architectural education or training in which the provisions of the Act apply, unless such education or training has been considered by the Education Committee and approved by the Council.
- b) Any educational institution wanting to offer or to provide architectural education or training shall, before offering or providing such education or training, apply to the Council in writing for its approval of such education or training and shall furnish such particulars regarding such education or training as the Council may require. The SACAP Education Committee must assess the applications of new programmes against the SACAP competencies and makes recommendations whether the proposed program is aligned with the SACAP Competencies.



- c) Existing or new ALSs must submit documentation of the proposed qualification(s) to the SACAP Education Committee for recommendation and approval by Council prior to submission to the Council for Higher Education (CHE). The SACAP Education Committee reviews the submission and if the qualification(s) meets the required standards and Council approves - it will be supported and recommended. The qualification may then only be submitted to the CHE.
- d) An ALS offering programmes with pathways at more than one site must indicate the sites of delivery; programmes delivered at each site; persons responsible for the programmes and sites; and the ways that the pathways are designated and identified on the qualification certificate and academic transcript.
- e) In the case of an identically designated programme that is offered at more than one site, accreditation must be carried out for each site based upon the documentation and supporting evidence provided from each site, and the Accreditation Board must report and make recommendations on the programme at each site individually. If the ALS identifies the site of delivery on the qualification certificate or transcript, a separate accreditation decision must be made on each programme at each site by the Council. The decision may differ from site to site.
- f) Online programmes must satisfy all accreditation criteria. When evaluating the programme, the Accreditation Board must consider:
 - i) the effectiveness of Learning Management System (LMS) and other online delivery platforms;
 - ii) whether there is adequate student engagement and access to necessary support when required;
 - iii) whether adequate physical or e-laboratory facilities as required have been provided;
 - iv) whether the ALS takes full responsibility for quality assurance of the programme, including activities at laboratory sites.

14. Students Registration

Any person who enrolls as a student at any accredited ALS shall in writing apply to the Council for registration as a student, and such application shall be accompanied by the prescribed particulars. If the Council is satisfied that the applicant is entitled to registration as a student, it shall cause the necessary entry to be made in the register, and the Registrar shall thereafter issue to the applicant a registration certificate in the prescribed form.

15. Accreditation Panel and Accreditation Board

Accreditation Panel

- a) The Accreditation Panel is a “pool” of suitably qualified and approved registered professionals and academics from whom members of the Accreditation Board are drawn from for each accreditation visit.



- b) The Accreditation Panel is constituted through a general public call to the architectural profession, educational institutions and the public, calling for suitably qualified professionals (registered professionals / academics) to apply to serve as members of the Accreditation Panel.
- c) The Members of the Accreditation Panel must be registered professionals in good standing with SACAP. The Accreditation Panel must be representative in respect of gender, race, age, professional registration category, academic experience and practice experience. In addition, the Accreditation Panel shall include members with experience in transformation, academic development, student representatives and those with continental and international affiliations.
- d) The Accreditation Panel selection process must be transparent so as to facilitate the nomination of suitably qualified members based on their experience while demonstrating capability as experts in the judgement of educational achievement in architecture.

Accreditation Board members

- e) The accreditation visit is conducted a team of registered professionals and academics drawn from the SACAP's Accreditation Panel. (Refer to **Appendix B** for detailed information on the processes and procedures of the Accreditation Panel and the Accreditation Board).
- f) The Accreditation Board may be supported by observers.
- g) The Accreditation Board shall include one Council member who is delegated by the Council to participate in the accreditation process. The majority of the Accreditation Board members must be independent non-Council members.

Scope of the work of the Accreditation Board

- h) The Accreditation Board conducts accreditation visits for:
- new or continued accreditation;
 - to assess the ALS after conditional accreditation or withdrawal of accreditation.
 - For annual reviews.
- i) The Accreditation Board reviews the evidence provided by the ALS to evaluate students' knowledge and skills against the SACAP competencies (**Appendix A**) in line with the transformation of the architectural profession plan.
- j) The Accreditation Board shall focus on the evidence presented and not specifically on the process of teaching and learning. The latter does, however, provide an important context against which the evidence is viewed.
- k) The Accreditation Board must assess coursework and outcomes in terms of structure, credits, content, teaching and learning, practical and intellectual ability.



- l) The Accreditation Board shall respect the prerogative of an ALS to formulate the teaching and learning design, policies and procedures. Accreditation Board's role is not to instruct the ALS how to conduct its academic business but scrutinise architectural programmes to ensure compliance with SACAP Competencies. (Guidance and breakdown of tasks are included in **Appendix B**).
- m) The roles and responsibilities of each member of an Accreditation Board are explained in detail in **Appendix B**.

Accreditation Board requirements

- n) When appointing Accreditation Board, SACAP shall ensure that there is a balance of appropriate experience and the requirements suited for the ALS's circumstances.
- o) SACAP shall consider International architectural education experience when appointing Accreditation Board members.
- p) SACAP shall ensure that the Accreditation Board members are diversified in terms gender, race, and experience.
- q) One Accreditation Board member shall be delegated by the Education Committee for every accreditation visit.
- r) To ensure continuity, at least one Accreditation Board member must have been part of the previous accreditation visit to the specific ALS;
- s) At least one Accreditation Board member shall be delegated by the Council.
- t) Preferably Accreditation Board members shall be from the same geographical region as the ALS under accreditation to save time and costs. However, geographical considerations shall not compromise the experience, skills and competencies required for an Accreditation Board.
- u) The Accreditation Board is appointed by the Registrar based on the recommendations of the Senior Manager: Professional Statutory Services.
- v) The appointment of Accreditation Board members shall be communicated to the head of the ALS well in advance. The communication shall include Accreditation Board members qualifications and experience.
- w) Accreditation Board members shall be informed no later than three (3) months about the appointment prior to a planned accreditation visit.
- x) Members of the Accreditation Board shall declare any conflict of interest whether real or perceived prior to the accreditation visit.
- y) For an advisory visit, the Accreditation Board shall consist of three (3) academics.



16. Composition of the Accreditation Board

- a) The Accreditation Board appointed to undertake accreditation visit must include a minimum of five (5) members and an observer.
- b) The Accreditation Board must appoint a Chairperson and Vice Chairperson.
- c) The Accreditation Board shall include 2 academics.
- d) Two (2) registered professionals.
- e) One (1) Council member.
- f) The Chairperson of the Education Committee or delegated Education Committee member.
- g) The Accreditation Board may include 2 observers:
 - which may be a post-graduate student representative of another region/ALS,
 - An observer for training and development of skills purposes;
 - Representatives of the Council for the Built Environment or Built Environment Councils.

17. Observers

- h) The observers from the Council for the Built Environment, other built environment Councils and ALS students shall be responsible for all their expenses with regarding to the accreditation visit.
- i) The role of observers is to ensure openness and accountability; however, observers are not allowed to interfere with the accreditation process.
- j) The observers of the accreditation process must be impartially and act independently and must provide a comprehensive review of the accreditation visit to SACAP.

18. Secretarial support to the Accreditation Board

- a) The Accreditation Board shall be administratively supported by a Secretary from the SACAP, where possible the SACAP Education Manager shall provide such secretarial support.
- b) The Secretary shall ensure that the Accreditation Board members complies with the Accreditation Rules during the accreditation visit and assist the Accreditation Board to prepare the accreditation report.
- c) Manage the visit with respect to time and arrangements with the Head of the ALS;
- d) Keep an attendance register;
- e) Keep records of meetings;
- f) Collect and collate information;
- g) Prepare declaration to be signed off and issued at the completion of the accreditation Board visit;



- h) Complete a report conforming to the SACAP approved format;
- i) Circulate draft reports for comment from Visiting Accreditation Board Members, and ensure that a record is kept of such comments; and
- j) Ensure compliance with the timetable and activities set out in **Appendix D**.

19. ALS: The Process and Preparation for accreditation visits for continued accreditation

- a) The aim of an accreditation visit to an ALS is to determine whether graduates of the ALS, who will apply for registration as candidates in any of the SACAP's four registration categories, meet the minimum standards of competencies associated with the category of registration.
- b) The accreditation visit is an evidence-led and interactive evaluation of an ALS and the qualifications offered. Therefore, the ALS shall prepare documentation (**detail in Appendix B**) and evidence (**detail in Appendix C**) which is reviewed by an Accreditation Board which then makes a recommendation based on its findings.
- c) In preparation for accreditation visit, the ALS must consider budget, the preparation of the accreditation document, the compilation and presentation of the evidence, and the logistics of the visit.

20. Budget

- a) The ALS is responsible for financing the accreditation visit. Therefore, the accreditation fee shall be agreed upon before the accreditation visit is conducted. The budget fee covers costs of the accreditation visit only.
- b) The SACAP shall assist the ALS to determine an estimate budget and cost for the accreditation visit.
- c) Failure to pay the amount determined by the agreed time may result in the cancellation of the accreditation visit.

21. Documentation preparation (detail in Appendix C)

- a) The ALS shall compile a single comprehensive accreditation document which is submitted to the SACAP no later than four weeks prior to the accreditation visit. **Appendix B** stipulates the requirements of this accreditation document.
- b) Failure to submit the required documentation on time or submitting incomplete or unclear information may lead to the cancellation of the accreditation visit and the possibility that the ALS may lose its accreditation.

22. Presentation of evidence (detail in Appendix D)



The ALS shall prepare and compile evidence of academic and student work of the year preceding the accreditation visit. Evidence for each qualification and each year of study of a qualification shall be presented. This evidence shall be displayed during the accreditation visit. **Appendix C** stipulates the requirements for the compilation and presentation of evidence.

23. Accreditation logistics (detail in Appendix F)

The ALS shall liaise with the SACAP to prepare for the accreditation visit and hosting the Accreditation Board. Full details of the logistical preparation and the suggested timetable are available in **Appendix D**.

24. ALS: The process and preparation for first-time accreditation visits

An ALS preparing for an initial (first-time) accreditation visit of a new qualification is advised to request a pre-accreditation visit at least one year before an initial accreditation visit. If the Accreditation Board, at the pre-accreditation visit, is satisfied that the ALS will be ready for an initial accreditation visit within a year, then the new qualification(s) at the ALS will be designated 'candidate qualification for recognition'. However, this designation is not yet equal to accreditation. Only once an initial accreditation visit, following the accreditation process has been completed is accreditation visit possible.

25. ALS: The process and preparation for review of new qualifications

- a) Documentation for new architectural curricula is submitted to the SACAP for recommendation and support prior submission to the CHE for accreditation. The support from the SACAP confirms the alignment of the structure and content of the proposed qualification with the SACAP competencies. The SACAP competencies are contained in **Appendix A**.
- b) Accreditation of any new qualification at an ALS shall only be considered once the qualification has been approved by the CHE and SAQA and has been implemented at a higher education institution.
- c) Application documentation shall be submitted to the SACAP Education Manager. The documentation shall be reviewed by the SACAP Education Committee and written feedback will be given within 4 weeks after submission. Once support from the SACAP Council has been granted, applicants may proceed to submit the qualification into the HEQC system for accreditation. **Appendix E** sets out the requirements and format for submitting documentation for any new qualifications.

26. Responsibilities of the ALS and the Accreditation Board

- a) The costs incurred by both the ALS and the Accreditation Board are significant, so every attempt should be made to ensure that the accreditation visit proceeds smoothly and that there is no reason for the termination of the accreditation visit. Therefore, the ALS must be well prepared, be familiar with the process, must have all the necessary role players available, on time, and must have all information available, in a legible and accessible format at the onset of the visit or on request.



- b) The Accreditation Board must, similarly, be well prepared and familiar with the process, the ALS report and other documentation prior to the visit.
- c) The Chairperson and members of the Accreditation Board are responsible for the quality of the accreditation report submitted to the Education Committee. The accreditation reports must provide sufficient detail for the Education Committee to make an informed accreditation recommendation to the Council. The accreditation report must clearly indicate matters that require remediation or that relate to programme improvement.
- d) The Accreditation Board shall determine whether the graduates of the ALS meet the required standards. To this end the lowest standards allowing learners to qualify for graduation are of greatest concern.
- e) The Accreditation Board shall evaluate whether or not the ALS's strategic objectives and the tactical aims of each academic year are good, clearly defined, understood by staff and learners, and are effectively implemented. Including the content and coverage of the syllabuses and the relevance of lectures in relation to project work.
- f) Design, technology, theory and history of architecture are the core subjects, therefore, the extent to which the courses develop skills and understanding in the learners is of particular interest:
- The ability to analyse and synthesize;
 - Creativity in design;
 - The ability generally to portray technically accountable and sustainable buildings;
 - Sensitivity to the relation between a building and its context;

 - An adequate knowledge of the history and theory of architecture, related arts, heritage, technologies and human sciences;

 - The skills of communication with clients, contractors and other members of the building team; and

 - An adequate understanding of the legal, ethical, contractual and procedural aspects of professional architectural practice.
- g) The preparation meeting before the accreditation visit is extremely important. An outline agenda should include at least the following item:
- Methodology, aim and objectives of the Accreditation Board;
 - Evaluation of documentation;
 - Review report of last visit and follow-up reports (if any);
 - Discuss vision of the ALS and curriculum content;
 - Review and identify matters to be clarified and investigated during the visit; and
 - Allocation of tasks amongst the Accreditation members.



- h) The Chairperson of the Accreditation Board must ensure that the accreditation visit is effectively and effectively conducted and ensure that members of the Accreditation Board do not interrupt each other or act unprofessionally.
- i) The Chairperson shall ensure that all members of the Accreditation Board fully participate and that the accreditation visit is conducted in an orderly and efficient manner.

27. Accreditation outcomes and follow-up mechanisms

- a) The Accreditation outcomes shall be furnished to the ALS not less than 6 weeks after the conclusion of the accreditation visit.
- b) In the event that the AB has identified deficiencies during the accreditation visit, the educational institution shall ensure that the deficiencies are addressed within 12 months of the accreditation visit and the AB shall revisit the educational institution within 12 months after the accreditation visit to review all follow up actions.

28. Consultation with stakeholders

- a) The Accreditation rules shall be subject to section 36 (2) (a) of the Act which requires that before the Council makes any rule under this section, it must publish a draft of the proposed rule in the Gazette together with a notice calling on interested persons to comment in writing within a period stated in the notice, but the period may not be less than 30 days from the date of publication of the notice.

29. Approval and Review of the policy

- a) The Accreditation rules shall be reviewed every two years to ensure relevance of accrediting system.
- b) The Accreditation rules shall be recommended by the Education Committee for approval by the Council.

30. Appeal process

- a) Educational Institutions may appeal the decision of the Council in terms of section 35. (1) of the Architectural Profession Act.

31. Reference Documentation

- a) Higher Education Act, 101 of 1997
- b) Architecture Profession Act, 44 of 2000.
- c) Canberra Accord: Rules and Procedures
- d) Policy Framework on Accreditation of Built Environment Programs



32 Accreditation schedule

Institution	Qualification Accredited
University of Cape Town	<ol style="list-style-type: none"> 1. Bachelor of Architectural Studies (BAS) –Candidate Architectural Technologist 2. Bachelor of Architectural Studies [BAS (Hons)] – Candidate Snr Technologist 3. Master of Architecture (Professional) (M. Arch)-Candidate Architect
University of the Witwatersrand	<ol style="list-style-type: none"> 1. Bachelor of Architectural Studies (BAS)-Candidate Architectural Technologist 2. Bachelor of Architectural Studies [BAS (Hons)] – Candidate Snr Technologist 3. Master of Architecture (Professional) (M. Arch)-Candidate Architect
Cape Peninsula University of Technology (CPUT)	<ol style="list-style-type: none"> 1. Diploma: Architectural Technology-Candidate Draughtsperson 2. Bachelor of Technology: Architectural Technology-Candidate Architectural Technologist
University of Pretoria (UP)	<ol style="list-style-type: none"> 1. Bachelor of Architectural Studies (BScArch)-Candidate Architectural Technologist 2. Bachelor of Architectural Studies [BScArch (Hons)]-Candidate Snr Technologist 3. Master of Architecture (Professional) (M. Arch)-Candidate Architect
Durban University of Technology (DUT)	<ol style="list-style-type: none"> 1. Diploma: Architectural Technology – Candidate Architectural Technologist 2. Bachelor of Architecture Architectural Technology (BArch) – Candidate Senior Architectural Technologist
Tshwane University of Technology (TUT)	<ol style="list-style-type: none"> 1. Bachelor of Architecture (Design + Tech): B. Arch - Candidate Architectural Technologist 2. Bachelor of Architecture (Extended Curriculum): B. Arch (Ext) – Candidate Senior Architectural Technologist 3. Master of Architecture: M. Arch (MTech) - Candidate Architect
University of KwaZulu-Natal (UKZN)	<ol style="list-style-type: none"> 1. Bachelor of Architectural Studies (BAS)-Candidate Architectural Technologist 2. Master of Architecture (March)-Candidate Architect
Nelson Mandela University (NMU)	<ol style="list-style-type: none"> 1. Bachelor of Architectural Studies (BAS)-Candidate Architectural Technologist 2. Master of Architecture (March)-Candidate Architect
Nelson Mandela University (NMU) SOUTH CAMPUS	<ol style="list-style-type: none"> 3. Diploma in Architectural Technology –Candidate Architectural Technologist 4. Adv. Diploma in Architectural Technology – Candidate Senior Architectural Technologist 5. Adv. Diploma in Architectural Design – Candidate Senior Architectural technologist
University of Free State (UFS)	<ol style="list-style-type: none"> 1. Bachelor of Architectural Studies (BAS)-Candidate Architectural Technologist 2. Bachelor of Architectural Studies [BAS (Hons)]-Candidate Snr Technologist 3. Master of Architecture (Professional) (M. Arch)-Candidate Architect



Namibian University of Science & Technology (NUST)	<ol style="list-style-type: none"> 1. Bachelor of Architecture-Candidate Architectural Technologist 2. Bachelor of Architecture (HONS)-Candidate Snr Technologist (Accreditation of the BAS and BAS (Hons) programmes, but also for an initial Accreditation of the Masters)
University of Johannesburg (UJ) Graduate School of Architecture (GSA)	<ol style="list-style-type: none"> 1. Diploma: Architectural Technology (DipArch) –Candidate Architectural Technologist 2. BTech: Architectural Technology-Candidate Senior Architectural Technologist 3. MTech: Architectural Technology (profession)-Candidate Architect
INSCAPE	<ol style="list-style-type: none"> 1. Higher Certificate: Architectural Technology – Candidate Draughtsperson

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