

CONFIDENTIAL

Canberra Accord on Architectural Education

Type of Report: **Provisional Review**

Name of Accreditation System Reviewed: [The South African Council for the Architectural Profession \(SACAP\)](#)

Dates of Review Visit(s): [11 September – 14 September 2016](#)

Date of Review Report: [11 October 2016](#)

Status/Edition: [Draft](#)

C.1. Introduction

a) Summary

The Provisional Status Review of the South African Council for the Architectural Profession (SACAP) occurred 11 September – 14 September 2016 in Johannesburg, South Africa. It was scheduled to coincide with SACAP's validation visit to The University of the Witwatersrand.

Provisional Status Review team members were selected by the Canberra Accord Secretariat and approved by SACAP in ---April 2016. Dr. Jaepil Choi, Professor of the Department of Architecture, Seoul National University, was nominated by The Korea Architectural Accrediting Board (KAAB) to represent architectural education. Ms. Amy Perenchio, practicing architect and associate at ZGF Architects in Portland, Oregon, United States was nominated by the National Architectural Accrediting Board of the United States of America (NAAB) to represent architectural practice.

The Provisional Status Review Team would like to express its gratitude to Mrs. Marella O'Reilly, Registrar and Chief Executive Officer of SACAP; Mr. Yashaen Luckan, President of the 4th Term Council of SACAP; Mr. Rakau Lekota, SACAP Councillor, and Education Committee Chairperson; Ms. Barbara Van Stade, Chief Operations Officer of SACAP; Ms. Nandipha Ndabana, SACAP Committee Coordinator, and all other staff and representatives from SACAP for their coordination and hospitality during the visit.

The team members would also like to thank visiting board chairperson, Mr. Jan Ras, and fellow visiting board members for being willing to share their process and provide additional explanation and information. The Provisional Status Review team appreciates the cooperation of the University of the Witwatersrand, specifically Dr. Ian Jandrell, Dean of Faculty of Engineering & the Built Environment; Dr. Paul Jenkins, Head of School; Dr. Hannah leRoux, Director of the Architecture Program; and other faculty, staff, external examiners, alumni and students.

Finally, the Provisional Status Review team would like to thank the SACAP visit facilitator, Jaco Wasserfall, for his assistance throughout the visit. His historical knowledge and involvement with SACAP, CAA and the Canberra Accord was invaluable.

b) Reviewers

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C.2. Recommendation

a) Recommendation to Canberra Accord signatory systems:

The Provisional Status Review Team recommends that the accreditation system being reviewed should be accepted by the other signatory systems as leading to outcomes substantially equivalent to those of existing signatory systems, and that the system be transferred from provisional to signatory status for a period of **six years**.

While some items have been marked as "not met" within this report, the Provisional Status Review Team does not think that these inhibit the system in success of validating architectural learning sites within South Africa nor preclude substantial equivalency with other Signatory Systems.

b) Operational and educational output standards

The Provisional Status Review Team found the overall operational and educational output standards to be substantially equivalent to those of other signatory systems in the Canberra Accord.

SACAP's standards are described in *The Purple Book - Guidelines for the Validation of Courses in Architecture by SACAP Visiting Boards*. There are two sets of criteria and competencies that architectural learning sites (ASL's) must comply with in order to achieve the full term of initial or continued validation - SACAP's Competencies for Validation (as outlined in Appendix A) and CAA Validation Criteria (as outlined in Appendix B). Both sets of criteria were used by the Provisional Status Review Team in determining substantial equivalency.

The Provisional Status Review Team noted that, upon transference to Canberra Accord signatory status, SACAP plans disassociate with CAA validation. While both sets of criteria largely overlap, there are some places that CAA Validation Criteria were used as the sole basis in determining that substantial equivalency was met. The review team notes that SACAP plans to revise *The Purple Book* and will need to include a set of criteria equivalent to the CAA Validation Criteria.

Exhibits of student work seen during the validation visit to the University of the Witwatersrand demonstrated that the content of studies was substantially equivalent to those of current signatory systems.

c) Compliance with criteria for substantial equivalence

The Provisional Status Review Team found the criteria presented by SACAP to be substantially equivalent to the requirements set forth in the Canberra Accord Rules and Procedures with the exception of the following:

C.3. II. g) the standard of students' work should be the main criterion in determining accreditation;

C.3. III. e) appropriate entry, progression, and exit standards;

C.3. IV. c) has a system of continuous quality assurance of its own activities that emphasizes flexibility in response to the changing nature of higher education, the effectiveness of its operations, and its contribution towards the achievement of its objectives.

C.3. IV. f) has documents that indicate clearly what the EQAA expects of the institution.

C.3. Characteristics, Principles, and Criteria for Assessing Substantial Equivalency

I. General Characteristics

Organizations running accreditation systems covered by the Accord are expected to have the following general characteristics:

- a) be named organizations (authorities, agencies, or institutions) that are representative of the architecture profession and which have statutory powers or recognized professional authority for accrediting/validating/recognizing programs designed to satisfy the academic requirements for admission to the profession in the locality where accreditation takes place, subject to additional requirements imposed by local regulations and practice requirements;

MET

The South African Council for the Architectural Profession (SACAP) is established by terms of the Architectural Professions Act, (Act No. 44 of 2000). Through this act they have an obligation to (a) "conduct accreditation visits to any educational institution which has a department, school or faculty of architecture" and; (b) to "either conditionally or unconditionally grant, refuse or withdraw accreditation to all educational institutions and their educational programmes with regard to architecture".

(reference: "Self-evaluation report executive summary")

- b) be independent of the academic institutions, professional organizations, and government agencies delivering accredited programs within their jurisdiction;

MET

SACAP is independent of the list above. However, the organization is tasked with not only accrediting schools, it also is the registration/licensing body as well.

- c) have an active, robust accreditation system in place, with established processes, procedures, and practices that are well-documented;

MET

SACAP's processes, procedures, and practices are well-documented, and can be found in the following:

- The Architectural Professions Act (Act No. 44 of 2000) outlines processes and procedures. This document also describes the following:
 - Council composition
 - Nomination procedures
 - Vacation of office
 - Appointment of chairperson
 - Meetings of council
 - Quorum and decisions
 - Executive committee composition
 - Election and powers
 - Committees
 - Appointment of registrar and staff
 - Financing
 - Appeal procedures
- The Purple Book - Guidelines for the Validation of Courses in Architecture by SACAP Visiting Boards outlines validation procedures and guidelines.
- The Red Book describes council governance and committee operations.

- d) have a record of accomplishment in accreditation with sufficient experience and magnitude of operation (normally a minimum of five programs over at least seven years).

MET

SACAP has 11 validated ALS (architectural learning sites).

As of 2016, a total of 11 Part 1 programs have been validated, and a total of 8 Part 2 programs have been validated. A part 2 program is the professional degree, and is the basis for determining substantial equivalency for the Canberra Accord. The Part 1 and Part 2 programs are equivalent to those in CAA validation system.

II. Common Agreed Principles

Systems for the accreditation of architecture programs are expected to be underpinned by common agreed principles such as:

- a) the system must operate at all times in accordance with a high standard of professionalism, ethics, and objectivity;

MET

SACAP maintains a high standard of professionalism, ethics, and objectivity as they are fully described in the Application for Provisional Status to the Canberra Accord as well as in the other documentations of SACAP.

- b) the process must be transparent and consistent;

MET

The Purple Book, which is a public document, is a means to maintain transparency and consistency from ALS to ALS.

One visiting board member from the previous visit sits on the current visiting board to provide consistency for the schools.

- c) the activities must be conducted in relation to individual programs in confidence and with firmly established procedures and conditions for objective and consistent evaluation;

MET

Procedures and conditions are outlined in the *Purple Book*. However, it should be noted that there are two sets of validation criteria both of which are currently being applied to the validation of ALS: (1) SACAP criteria, and (2) CAA criteria.

SACAP criteria mainly deal with competences of architectural profession and there are 10 categories: (1) Architectural Design, (2) Environmental Relationships, (3) Construction Technology, (4) Building Structures, (5) Contextual and Urban Relationships, (6) Architectural History, Theory, and

Precedent, (7) Building Services and Related Technologies, (8) Contract documentation and Administration, (9) Computer Application, and (10) Office Practice, Legal Aspects and Ethics.

CAA criteria has two sets or categories: (1) Characteristics Required of Schools with Validated Courses, and (2) Validated Courses.

While CAA criteria set (2) are largely overlaps with SACAP criteria sets (1) to (10), CAA criteria set (1) is not found in SACAP criteria. The Provisional Status Review Team is concerned with the lack of such criteria in SACAP criteria, since it is SACAP's intention to disassociate with CAA validation once it becomes a signatory of Canberra Accord. SACAP will have to instate a set of criteria equivalent to CAA criteria set (2) into its own criteria.

This is the reason that the Canberra Accord reviewers put MET and NOT MET, differentiating SACAP and CAA criteria, in some of the following Canberra Accord review items in this report, such as II (h), III (a), (c), and (f).

- d) those involved in the accreditation process must be knowledgeable and competent in matters related to architectural accreditation, education, and practice;

MET

SACAP provided CAA-SACAP Validation Workshop in 2013 to bring together interested people and key players involved in the validation of architecture courses in South Africa in order to facilitate a positive and collaborative exchange of ideas and information; to update relevant stakeholders on current validation procedures and trends; to upgrade the knowledge and skills of those involved in the validation process; to help better prepare those taking part on a visiting board and schools hosting a visit; and to provide a national, regional and international context for the process of validation in South Africa.

(reference: 4.e "Training for Validation Board Members - 2013 Program")

Also, SACAP has a list of validation board members as of December, 2015. There are 57 members out of which 35 members have experience in validation of one or more programs or ALSs.

(reference: "Validation Board Members updated as @ 07 December 2015")

- e) accreditation is of individual programs/academic awards/qualifications and not of institutions;

MET

This is confirmed in *The Purple Book*. The visiting board is required to provide a recommendation to SACAP and the CAA for each specific degree program offered by the ALS.

- f) evaluations of specified academic programs are conducted by peer reviewers and must include review of the program's self-evaluation documents, a site visit, and inspection of student work;

MET

The peer reviewer evaluation, a site visit, and inspection of student work are clearly specified in *The Purple Book*.

The review of the program's self-evaluation is not explicitly specified in the Purple Book, but the self-evaluation documents are required in the Part 5 "Checklist of material required."

- g) the standard of students' work should be the main criterion in determining accreditation;

NOT MET

During the on-site visit, the SACAP Visiting Board viewed a complete range of student design projects, theses, reports and other relevant projects by students.

The Canberra Accord Review Team observed that student work was on display and an important part of the onsite review for the validation visit to the University of the Witwatersrand. However, the review team was concerned that they weren't able to find any requirement in the SACAP documentation for the Visiting Board to treat student work from required courses as the most significant and comprehensive demonstration of knowledge, abilities, application and threshold standards across all areas of the program.

- h) levels of physical, financial, human, and information resources should be appropriate to the context of the institution.

MET

NOT MET in SACAP validation criteria
MET in CAA validation criteria

SACAP's validation criteria are focused only on the "competencies" of students. But, "Resources and facilities" is included in Appendix E (Commentary on assessment of a subject) of the Purple Book.

On the other hand, CAA Validation Criteria include this criterion.

III. Criteria for Accreditation

The criteria for accreditation should address the following:

- a) a suitable environment to deliver the program;

MET

NOT MET in SACAP validation criteria
MET in CAA validation criteria

This is not included in SACAP criteria, but is included in CAA criteria A.1.3.

- b) adequate leadership for the program;

MET

It is not written explicitly in *The Purple Book* as a criterion for validation, but the ALS introduction document requires information on management structure and meetings with management. Also, it is included in CAA criteria A.1.2.

- c) suitably qualified people teaching in the program;

MET

NOT MET in SACAP validation criteria
MET in CAA validation criteria

This is not included in SACAP criteria, but is included in CAA criteria A.1.5.

- d) a curriculum providing a broad preparation for architectural practice;

MET

This is included in SACAP criteria set (10).

- e) appropriate entry, progression, and exit standards;

NOT MET

It is not written explicitly in the *Purple Book* as a criterion for validation, but it requires in Appendix G that ALS introduction document include information related to this. However, Appendix G only mentions the admission standard, but not exit standard. CAA criteria A.1.6 also requests only entry level standards. The Provisional Review team could not find any reference to exit standard.

- f) adequate human, physical, and financial resources to support the program;

MET

NOT MET in SACAP validation criteria

MET in CAA validation criteria

These are not included in SACAP criteria, but are included in CAA criteria A.1.2, A.1.3, and A.1.5.

- g) periodic re-evaluation to maintain accreditation status;

MET

For a continued validation recommendation, the current set of guidelines in *The Purple Book* state that "visits are conducted every four years to coincide with the four-year term of office of the SACAP Councils". The team notes that during the July 16, 2015 meeting of the Education Committee it was resolved that visits will be aligned to the 5-year cycle as discussed in the Council meeting of May 28-29, 2015.

- h) a period of academic study at, or in association with, a university/tertiary-level institution sufficient to demonstrate skills, abilities, attitudes and knowledge at a defined standard adequate for initial entry to the architecture profession; in order to gain the balanced acquisition of subjects and capabilities, this period of academic study should be not less than the equivalent of five years full-time studies.

MET

SACAP validation currently applies to four categories of architectural profession: (1) Professional Architectural Draughtsperson (PAD), (2) Professional Architectural Technologist (PAT), (3) Professional Senior Architectural Technologist (PSAT), and (4) Professional Architect (Pr Arch). "Application for Provisional Status to the Canberra Accord" (Document 4.f as listed in C.5(b) in this report) describes this in pp.3-4 as the following:

The Architectural Profession Act (Act 44 of 2000) combined technologists and architects into a single continuum and the Identification of Work policy currently allows all four categories of registration some design work based on the complexity of the project and the sensitivity of the site. The Act naturally had profound consequences.

The first was that architectural learning sites (ALSs) had to abandon the traditional five-year B. Arch degree to provide multiple exit levels as demanded by the four categories of registration. Although many educationalists are now questioning the wisdom of such a fragmented and modularised approach to the training of architects, all ALSs have nevertheless adopted a 3 + 2 or 3 + 1 + 1 years qualification structure, culminating in a professional

master's degree, the prerequisite qualification for registration as a candidate architect. Upgrading to full professional registration requires two years of structured and monitored internship and successfully sitting for a professional practice examination.

The Provisional Status Review team assumes that SACAP applies for the Canberra Accord signatory status with a validation of architectural education program aimed at the final professional degree which will consist 3 + 2 or 3 + 1 + 1 years of study. Thus the team concludes that the academic study period required for the professional degree is 5 years full-time studies.

IV. International Network of Quality Assurance Agencies in Higher Education (INQAAHE) *Guidelines of Good Practice*

As External Quality Assurance Agencies (EQAA), signatory systems should embrace the key principles of the *Guidelines of Good Practice* (2005 ed.).

The EQAA:

- a) has a written mission statement or set of objectives that takes into account its cultural and historical context.

MET

These are written in 1.3 of *The Purple Book*

- b) has adequate and accessible human and financial resources to conduct external evaluation effectively and efficiently in accordance with its mission statement and its methodological approach.

MET

A SACAP document titled "SACAP Strategic Plan for the Fiscal Years 2014 - 2019" extensively covers this issue.

- c) has a system of continuous quality assurance of its own activities that emphasizes flexibility in response to the changing nature of higher education, the effectiveness of its operations, and its contribution towards the achievement of its objectives.

NOT MET

A SACAP document titled "SACAP Strategic Plan for the Fiscal Years 2014 - 2019" deals with a review of its performance. They have the internal audit committee. However, the internal review or audit tends to cover SACAP performance as a whole, not specifically for the validation of architecture schools. The objectives and methodologies for the quality assurance of SACAP validation system is not found in its document. Rather it seems that SACAP

relies heavily on external review and support (CAA, CA review) to judge its own activities in terms of the validation of ALSs.

- d) informs and responds to the public in accordance with applicable legislation and the cultural context of the EQAA.

MET

A SACAP document titled "SACAP Strategic Plan for the Fiscal Years 2014 - 2019" extensively covers this issue.

- e) recognizes that institutional and programmatic quality and quality assurance are primarily the responsibility of the higher education institutions themselves; respects the academic autonomy, identity and integrity of the institutions or programs; applies standards or criteria that have been subject to reasonable consultation with stakeholders; and aims to contribute to both quality improvement and accountability of the institution.

MET

A SACAP document titled "SACAP Strategic Plan for the Fiscal Years 2014 - 2019" extensively covers this issue.

- f) has documents that indicate clearly what the EQAA expects of the institution.

NOT MET

Although SACAP has comprehensively documented its validation policies, procedures and processes, the number of individual documents is unwieldy and the content is often repetitive and presented in an unorganized way. This made it hard for the Provisional Status Review Team to understand the SACAP processes and its expectations of participating institutions and programs. The Review Team found it difficult to locate relevant information.

- g) has documentation concerning self-evaluation which explains the purposes, procedures, process and expectations in the self-evaluation process. The documents also include the standards used, the decision criteria, the reporting format, and other information needed by the higher education institution.

MET

The Purple Book covers this issue.

- h) has clear documentation concerning the external evaluation that states the standards used, assessment methods and processes, decision criteria, and other information necessary for external review.

MET

The Purple Book covers this issue.

- i) evaluations address both the higher education institution's own self-assessment and external reference points, such as judgments by knowledgeable peers or relevant legislation.

MET

SACAP requires that an ALS provide a "Critical Self-Appraisal" document for the validation board to review prior to the visit. The requirements for the self-appraisal contents are included in Appendix G of *The Purple Book*.

HEQC Higher Education Quality Committee provides a qualifications framework and maintains accreditation standards for programmes.

The South African Qualifications Authority (SAQA) is responsible for the development of policy and criteria for registering standards and qualifications on the National Qualifications Framework (NQF). The four registered professional titles (Professional Architectural Draftsperson, Professional Architectural Technologist, Professional Senior Architectural Technologist, and Professional Architect) are the result of SACAP validated ALS and defined by the NQF.

- j) has appropriate methods and policies for appeals.

MET

This is covered in *The Purple Book* (7.8 Setting of disputes and appeals).

- k) collaborates with other EQAAs, if possible, in areas such as exchange of good practices, capacity building, review of decisions, provision of transnational education, joint projects, and staff exchanges.

MET

SACAP has a very close association with CAA.

V. UNESCO-UIA *Charter for Architectural Education*

A balance between benchmarking appropriate international standards and encouraging a variety of approach are central to the principles of the Accord.

- In any system of accreditation it is of prime importance to establish the standards of achievement to be attained and the means of assessment through peer group review.

MET

The SACAP validation conditions and procedures are almost equivalent to those of CAA, thus complying to the peer group review principle in its validation.

- Of equal importance is the need to encourage diversity, innovation, and development.

MET

This can be found in:
CAA Criteria A2.2 & A.2.7

Signatory systems should ensure the acquisition of generic student skills, knowledge, and competencies including the following, identified in the *Charter*:

- a) An ability to create architectural designs that satisfy both aesthetic and technical requirements.

MET

This can be found in:
SACAP Competency, 1. Architectural Design, and
CAA Criterion A2.1.1

- b) An adequate knowledge of the history and theories of architecture and the related arts, technologies, and human sciences.

MET

This can be found in:
SACAP Competency, 6. Architectural History, Theory & Precedent, and
CAA Criterion A2.1.3

- c) Knowledge of the fine arts as an influence on the quality of architectural design.

MET

NOT MET in SACAP Competencies for Validation
MET in CAA Criterion A2.1.4

- d) An adequate knowledge of urban design, planning, and the skills involved in the planning process.

MET

This can be found in:

SACAP Competency, 5. Contextual & Urban Relationships, and
CAA Criterion A2.1.5

- e) An understanding of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale.

MET

This can be found in:

SACAP Competency, 1. Architectural Design,
SACAP Competency, 5. Contextual & Urban Relationships,
SACAP Competency, 6. Architectural History, Theory & Precedent, and
CAA Criterion A2.1.6

- f) An understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take into account social factors.

MET

NOT MET in SACAP Competencies for Validation
MET in CAA Criterion A2.1.8

- g) An understanding of the methods of investigation and preparation of the brief for a design project.

MET

NOT MET in CACAP Competencies for Validation
MET in CAA Criterion A2.1.9

- h) An understanding of the structural design, constructional, and engineering problems associated with building design.

MET

This can be found in:

SACAP Competency, 4. Building Structures, and
CAA Criterion A2.1.10

- i) An adequate knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and protection against the climate.

MET

This can be found in:

SACAP Competency, 3. Construction Technology,
SACAP Competency, 7. Building Services & Related Technologies,
SACAP Competency, 8. Contract Documentation & Administration, and
CAA Criterion A2.1.11

- j) The design skills necessary to meet building users' requirements within the constraints imposed by cost factors and building regulations.

MET

This can be found in:
SACAP Competency, 3. Construction Technology,
SACAP Competency, 8. Contract Documentation & Administration, and
CAA Criterion A2.1.12

- k) An adequate knowledge of the industries, organizations, regulations, and procedures involved in translating design concepts into buildings and integrating plans into overall planning.

MET

This can be found in:
SACAP Competency, 10. Office Practice, Legal Aspects and Ethics, and
CAA Criterion A2.1.13

- l) Awareness of responsibilities toward human, social, cultural, urban, architectural, and environmental values, as well as architectural heritage.

MET

This can be found in:
SACAP Competency, 1. Architectural Design,
SACAP Competency, 3. Construction Technology, and
CAA Criterion A2.2

- m) Adequate knowledge of the means of achieving ecologically sustainable design and environmental conservation and rehabilitation.

MET

This can be found in:
SACAP Competency, 3. Construction Technology,
SACAP Competency, 8. Contract Documentation & Administration, and
CAA Criterion A2.1.7

- n) Development of a creative competence in building techniques, founded on a comprehensive understanding of the disciplines and construction methods related to architecture.

MET

This can be found in:

SACAP Competency, 7. Building Services & Related Technologies

- o) Adequate knowledge of project financing, project management, cost control, and methods of project delivery.

MET

This can be found in:

SACAP Competency, 10. Office Practice, Legal Aspects and Ethics, CAA Criterion A2.1.14, and CAA Criterion A2.1.15

- p) Training in research techniques as an inherent part of architectural learning, for both students and teachers.

MET

This can be found in:

SACAP Competency, 6. Architectural History, Theory & Precedent, and CAA Criterion A2.8

C. 4. Commentary

- a) Self evaluation by system applying for signatory status

Prior to the visit, SACAP provided the Provisional Status Review Team with digital copies of their self evaluation documents. The compilation was extensive and included documentation pertaining not only to validation of architectural learning sites but also registration of architectural professionals. While complete for the review, the review team found it difficult to navigate to the most current versions of each document and other relevant information for the review.

Refer to section C.5 for the complete list of documentation reviewed.

- b) Refer to any changes to system mapped against Accord compliance criteria (see section 1.0 of Rules and Procedures) and any recent challenges to system

Not applicable. SACAP is not yet a signatory of the Canberra Accord. As a provisional review, criteria in section 1.0 of Rules and Procedures are being reviewed for the first time.

In the Self Evaluation that was provided to the Provisional Status Review Team, SACAP noted that the architectural profession within South Africa remains challenged with "equity and redress within the new democratic dispensation".

In order to allow practitioners from historically disadvantaged backgrounds, to advance their knowledge and skills in order to upgrade their professional status, SACAP is in the process of releasing a program, Recognition of Prior Learning.

c) Other documentation by system

SACAP provided the Provisional Status Review Team with additional documentation prior to and during the visit. For the complete list of documents reviewed please refer to section C.5.

d) Accreditation visit by system

The Provisional Status Review Team observed the second full day of the SACAP visit to the School of Architecture and Planning at the University of the Witwatersrand. Three degree programs were under review:

- 3 year, BAS - prerequisite for BAS (Honors) degree and Candidate Architectural Technologist title
- 1 year, BAS (Honors) - prerequisite for MArch (Prof) degree and Candidate Senior Architectural Technologist title
- 1 year, MArch (Prof) - prerequisite for Candidate Professional Architect title

Since signatory systems to the Canberra Accord have concluded that their programs are substantially equivalent in terms of satisfying the academic requirements for the practice of architecture at the professional level (*Canberra Accord Rules & Procedures*) the Provisional Status Review team focused its observation on review and discussions pertaining solely to the March degree as the prerequisite for Candidate Professional Architect.

The Visiting Board to University of the Witwatersrand was comprised of the following members:

- Mr. Jan Ras, Chairperson (Lecturer, University of the Free State)
- Mr. Mthembeni Mkhize, Secretary (Adjunct Lecturer, University of Kwazulu Natal)
- Mr. Jonathan Manning (Private Practitioner)
- Ms. Deborah Preller (Private Practitioner)
- Mr. Bobaan Varghese (Lecturer, Nelson Mandela Metropolitan University)
- Mr. Paul Munting (Private Practitioner)
- Mr. Rakau Lekota (SACAP Councillor, Private Practitioner)

- Mrs. Marella O'Reilly (SACAP Registrar/CEO)
- Ms. Sushma Patel (SACAP Councillor, Lecturer, Tshwane University of Technology)
- Mr. Ishmael Mosinyi (CAA Representative)
- Prof. Errol Haarhof (CAA Representative, Lecturer, The University of Auckland)
- Mr. Leon White (CBE Representative)

The Provisional Status Review Team's observation of the University of the Witwatersrand validation visit included attendance at the following:

- Introductions to the visiting board, Dr. Paul Jenkins, Head of School, and Dr. Hannah leRoux, Director of the Architecture Program.
- View student work exhibition and evidence of high and low pass student work with Prof. Errol Haarhof, Mrs. Marella O'Reilly, and Mr. Rakau Lekota.
- Meeting with full-time and part-time staff without Head of School and Director of Architecture Program.
- Meeting with students representing all years of the program, and alumni of the program representing BAS and March program graduates.
- Meeting with external examiners
- Lunch meeting with Dean Ian Jandrell and external examiners
- Private meeting of the visiting board
- Tour of the School of Architecture and Planning facilities
- Dinner with the visiting board

The Provisional Status Review Team was provided with full copies of the documents provided to the SACAP visiting board, including:

- Report to the Visiting Board for Accreditation of the Architecture Degrees, September 2016
- Part Four: Previous Validation Report, 2012
- Appendix D, Design Project Briefs

During the visit, the Provisional Status Review team noted that the SACAP visiting board was experienced in the SACAP validation process and well versed in both SACAP and CAA validation criteria. The review team observed that the concurrent CAA validation review and visiting board members contributed to the SACAP review as equals in the process.

During the validation visit to the University of the Witwatersrand, the Provisional Review team observed a thorough and fair evaluation based on the documented criteria and a process that is substantially equivalent to other Signatory Systems.

e) Meetings with representatives of system

The Provisional Review Team met with SACAP officers multiple times throughout the visit. In addition to the times outlined below, SACAP Registrar/CEO, Mrs. Marella O'Reilly; and Mr. Rakau Lekota, SACAP Councillor and Education Committee Chairperson were also available during the observation day at the validation visit to the University of the Witwatersrand.

09:00 - 16:00, Monday, September 12, 2016

Initial meeting with SACAP officers and SACAP Presentations

SACAP Officers:

Mr. Yashaen Luckan, President
Mrs. Marella O'Reilly, Registrar/CEO
Mr. Raku Lekota, State Representative
Ms. Barbara van Stade, General Manager/COO

SACAP Presentations:

President's Address to Canberra Accord by Mr. Luckan
SACAP Governance by Mrs. O'Reilly
Purple Book by Mr. Lekota

Question and Answer Session is followed

13:00 - 14:30 Lunch with SACAP officers

14:00 - 16:00 Requested Presentation:

Recognition of Prior Learning (RPL) by Mr. Luckan

11:00 - 13:00, Wednesday, September 14, 2016

11:00 - 12:00 Final Q&A session with SACAP officers

12:00 - 13:00 Lunch with SACAP officers

f) Overview of criteria, policies and procedures of the system

Overall, SACAP maintains a thorough set of procedures, criteria, and educational output standards for the validation of architectural learning sites (ALS) within its jurisdiction. The *Architectural Professions Act, (Act No. 44 of 2000)* tasks SACAP to conduct accreditation visits and grant, refuse or withdraw accreditation to any educational institution which has a department, school or faculty of architecture. Additionally, SACAP is tasked with validating four separate levels of programs leading to the following professional qualifications:

- Candidate Architectural Draftsperson
- Candidate Architectural Technologist
- Candidate Senior Architectural Technologist
- Candidate Professional Architects

For this review, the Provisional Status Review team focused solely on the criteria required for a Candidate Professional Architect. The documents describing procedures and criteria for the validation of programs leading to this qualification are rigorous and provide a fair and consistent process.

SACAP has a joint validation agreement with CAA and thus includes CAA validation criteria within its own. In order to achieve the full term of initial or continued validation by SACAP, an ALS must demonstrate compliance with both sets of criteria - SACAP and CAA. Both sets of criteria were used by the Provisional Status Review Team in determining substantial equivalency for Signatory Status. Because of this, the review team is concerned about future gaps in substantial equivalency if SACAP decides to, in the future, dissolve the current CAA agreement and remove CAA criteria from its own.

g) Conclusion

The overall operational and educational output standards of SACAP were found to be substantially equivalent to those of other signatory systems.

C. 5. Attachments

a) Documentation provided prior to the review visit

1. Executive Summary
2. Legislative and other Mandates
 - a. The Architectural Profession Act No.44 of 2000
 - b. Council for the Built Environment Act No.43 of 2000
 - c. Council on Higher Education Act No.101 of 1997
 - d. National Qualifications Framework Act No.67 of 2008
 - e. The Higher Education Qualifications Sub-Framework
 - f. South African Qualifications Authority Act No.58 of 1995
3. SACAP
 - a. Strategic Plan
 - b. Annual Performance Plan (APP)
 - c. Red Book – Governance Documents
 - d. Annual Reports (2009 – 2015)
4. Validation System
 - a. Overview of Validation System
 - b. Guidelines for the Validation of Courses - 2007
 - c. Competencies for the Architectural Profession 2010
 - d. Purple Book Validation Guidelines - 2012
 - e. Training for Validation Board Members - 2013 Program
 - f. Application for provisional status - 2014
5. Validation Visit
 - a. Call for Participants
 - b. Current List of Panellists
 - c. Schedule of Completed Validation Visits to ALS
 - d. Validation Reports of Visits to ALS
 - e. List of Validation Visits Scheduled for 2016-2019
6. Candidacy
 - a. Registration Policy
 - b. Appointment of Mentors

- c. Monthly Training Records
- d. PPEXams
- e. Online Registration on YM
- f. General

b) Additional information supplied during the review visit

1. Executive Summary
2. Legislative and Other Mandates
 - a. The Architectural Professional Act No.44 of 2000
 - b. Council for the Built Environment Act No.43 of 2000
 - c. Council on Higher Education Act No. 101 of 1997
 - d. National Qualifications Framework Act No.67 of 2008
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 - a. Strategic Plan
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 - a. Overview of Validation System
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 - d. Purple Book Validation Guidelines - 2012
 - e. Training for Validation Board Members - 2013 Program
 - f. Application for Provisional Status - 2014
5. APPENDIX 1: Validation Visit
 - a. Call for Participants
 - b. Current List of Panellist/Validation Board Members
 - c. Schedule of Completed Validation Visits to ALS
 - d. Validation Reports of Visits to ALS
 - e. Minutes of Validation Committee
 - f. List of Validation Visits Scheduled for 2016-2019
6. APPENDIX 2: Candidacy
 - a. Registration Policy
 - b. Re-registration Policy
 - c. New Registration Processes
 - d. Appointment/Undertaking of Mentors
 - e. Monthly Training Records
 - f. Revised Practical Training Policy (Practical Practice Exam)
 - g. Examination Policy Statement
 - h. Online Registration on YM
 - i. General
7. APPENDIX 3 - Annual Reports (2009 - 2015)
8. PRESENTATIONS OF SACAP 09-12-2016
 - a. President's Address to Canberra Accord
 - b. SACAP Governance

- c. Purple Book
- 9. Documentation Requested by Canberra Accord Reviewers
 - a. Recognition of Prior Learning (RPL)
 - b. Recognition of Prior Learning: E-EPL System
 - c. Architectural Learning Sites Completed Validations

c) Review visit agenda and record of meetings

Sunday, September 11, 2016

20:00 - 21:00 Canberra Accord Reviewers meet to set up agenda and schedule for the following days

Monday, September 12, 2016

07:30 - 08:30 Canberra Accord Reviewers meet the local facilitator, Dr. Jaco Wasserfall and discuss agenda and schedule for the SACAP review

08:30 - 09:00 Travel to SACAP

09:00 - 13:00 Initial meeting with SACAP officers and SACAP Presentations
SACAP Officers:

Yashaen Luckan, President
Marella O'Reilly, Registrar/CEO
Raku Lekota, State Representative
Barbara van Stade, General Manager/COO

SACAP Presentations:

President's Address to Canberra Accord by Luckan
SACAP Governance by O'Reilly
Purple Book by Lekota

Question and Answer Session is followed

13:00 - 14:30 Lunch with SACAP officers

14:00 - 16:00 Requested Presentation:

Recognition of Prior Learning (RPL) by Luckan
Review of SACAP documentations

16:00 - 16:30 Travel back to hotel

19:00 - 20:00 Dinner with the local facilitator

Tuesday, September 13, 2016

07:30 - 08:00 Travel to WITS

08:00 - 09:00 Review of Validation Exhibit

09:00 - 10:00 Join the visiting board meeting with full- and part-time staff

10:00 - 10:30 Break

10:30 - 11:30 Join the visiting board meeting with students and alumni

11:45 - 12:45 Join the visiting board meeting with external reviewers

13:00 - 14:00 Join the visiting board lunch meeting with Dean and external reviewers

14:00 - 15:00 Presentation by program

15:00 - 16:00 Join the private meeting of the visiting board

16:00 - 18:00 Tour of facilities

18:00 - 21:00 Return to hotel and dinner with the visiting board

Wednesday, September 14, 2016

07:30 - 08:30 Canberra Accord reviewers meeting

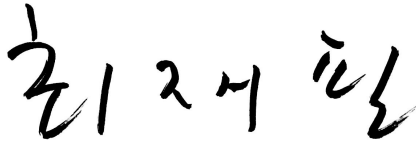
08:30 - 09:00 Travel to SACAP office

09:00 - 11:00 Canberra Accord reviewers' private discussion
11:00 - 12:00 Final Q&A session with SACAP officers
12:00 - 13:00 Lunch with SACAP officers
13:00 - 15:00 Canberra Accord reviewers' deliberation and end of mission

C. 6. Report Signatures

A handwritten signature in black ink, appearing to be "Amber".

Accord Reviewer Representing Practice

A handwritten signature in black ink, appearing to be "Kris".

Accord Reviewer Representing Education

Local Facilitator

