

---

**BOARD NOTICES • RAADSKENNISGEWINGS**

---

**BOARD NOTICE 400 OF 2023****NOTICE IN TERMS OF SECTION 36 (2)****SOUTH AFRICAN COUNCIL FOR THE ARCHITECTURAL PROFESSION****Accreditation Policy**

In terms of section 36 (1) of the Architectural Profession Act 44 of 2000 (“the Act”), the Council is empowered to make rules with regard to any matter that is required or permitted to be prescribed in terms of the Act and any other matter for the better execution of the Act.

Section 36 (2) (a) of the Act provides 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.

---

**Notice for an invitation to make comments in writing**

Notice is hereby given in terms of Section 36 (2) (a) of the Act that Council has prepared a draft Accreditation Policy and interested persons are requested within 30 business days from the date of the publication of this notice to make written representations on the proposed Accreditation Policy.

**Written comments must be submitted to the details below on or before 24 MARCH 2023:**

**Submission should be addressed to the Manager: Education & Accreditation**

**By Email:** [Mzwakhe.Hlatshwayo@sacapsa.com](mailto:Mzwakhe.Hlatshwayo@sacapsa.com)

**Tel:** 011 479 5000

**By Postal address:** P O Box 1500, Rivonia, 2128

**By Physical address:** 51 Wessels Road, Right Wing, Rivonia, Sandton, 2128



## BOARD NOTICE XXX 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, the Council has made Rules for Accreditation of architectural programmes 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 could lead to refusal or withdrawal of accreditation.

#### Table of contents

1. Glossary
2. Acronyms
3. Application
4. Role and Responsibilities
5. How to read the Accreditation Protocols
6. Transformation of the Architectural Profession
7. Accreditation Criteria (detail in Appendix A, B.1, B.2)
8. Accreditation processes and outcomes
  - Accreditation visits for continued accreditation
  - Unconditional accreditation
  - Conditional accreditation
  - Withdrawal of accreditation
9. Accreditation visits for first-time accreditation
  - Candidate qualification for recognition



- Deferred recognition
- Unconditional validation
- Deferred validation
- 10. Review of new qualifications
- 11. Accreditation panel and Accreditation board (detail in Appendix B)
- 12. Responsibilities of the Accreditation Board members
- 13. Architectural Learning Sites: Process and Preparation for accreditation visits for continued validation.
- 14. Budget
- 15. Documentation preparation (detail in Appendix C)
- 16. Presentation of evidence (detail in Appendix D)
- 17. Accreditation logistics (detail in Appendix F)
- 18. Architectural Learning Sites: Process and preparation for first-time accreditation visits
- 19. Architectural Learning Sites: Process and preparation for review of new qualifications
- 20. Responsibilities of the Architectural Learning Site and the Validation Board
- 21. Appeal Process
- 22. Approval and Review of the Policy
- 23. Reference Documents
- 24. Accreditation Schedule for the SACAP Council

## 1. Glossary

**Accredit:** means the process of evaluation and recognition by the council of educational programmes offered by educational institutions relating to the architectural profession, and “accreditation” has a corresponding meaning.

**Accreditation Board:** The Accreditation Board is a team of representatives drawn from the SACAP’s Accreditation Panel.

**Accreditation criteria:** means statements of requirements that must be satisfied by a programme to receive formal recognition.

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

**Accredited programme:** means a programme that has been evaluated and formally recognised by SACAP as meeting stated criteria.

**Accredited qualification:** means a qualification awarded on successful completion of a formally recognised programme.

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

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



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

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

**Continuous quality improvement:** means 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:** means the High Impact Committee established by Council to address all education matters.

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

**Hybrid:** means a combination of modes of on-line accreditation assessment with traditional face-to-face assessment.

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

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

**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.

**Registration category:** means a distinctive characteristic, competencies, educational requirements and defined principal routes to registration.

**SACAP Accreditation rules:** means a set of formal documents that outlines the official guidelines, processes and procedures for the formal recognition of architectural qualifications.

**SACAP Competencies:** means 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.

**Self-Evaluation Report:** means 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.

**Student Registration:** It is **compulsory** for every student at each of the ALSs to register with SACAP each year of their studies to ensure that SACAP can track the number of students in the architectural field.



## 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 (South Africa)

**DHET:** Department of Higher Education and Training (South Africa)

**HEQC:** Higher Education Quality Committee (South Africa)

**HEQSF:** Higher Education Qualification Sub Framework (South Africa)

**HoS:** Head of School

**IDoW:** Identification of Work

**NQF:** National Qualifications Framework (South Africa)

**RPL:** Recognition of Prior Learning

**SACAP:** The South African Council for the Architectural Profession

**SAQA:** The South African Qualifications Authority

**VA:** Voluntary Association

**AB:** Accreditation Board

**AP:** Accreditation Panel

## 3. Background

3.1 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.

3.2 While Accreditation of the ALSs must ensure quality of architectural programs, 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

4.1 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.



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

## **5. Role and Responsibilities**

5.1 The SACAP steers and administers the accreditation system and processes as stipulated in section 13 of the Act.

5.2 The ALSs are responsible for preparing documentation and evidence for accreditation visits and for submitting proposals for new qualifications to the SACAP.

5.3 The Accreditation Board is responsible conducting accreditation visits to new or existing ALSs. The accreditation visit can either be undertaken by face-to-face, virtual or hybrid methods.

5.4 The ALS decides whether the accreditation will be conducted physically or virtually, taking into account the travel cost, accommodation, availability of documentation, and the type of accreditation and programme.

## **6. How to read the Accreditation Rules**

The accreditation protocol consists of the main document and appendices. The main document provides an overview of the accreditation process and the role and responsibilities of the SACAP and the Accreditation Board. The appendices provide explanatory details.

### **6.1 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.

### **6.2 Appendix B: Accreditation Board**

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

### **6.3 Appendix B.1: Evaluation Matrix**

The evaluation matrix corresponds with the ALS report (Appendix C) and provides criteria to a AB for the evaluation of the ALS.



#### **6.4 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 a AB for the evaluation of the ALS.

#### **6.5 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.

#### **6.6 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.

#### **6.7 Appendix D: ALS Evidence Preparation**

The appendix outlines the extent, preparation and exhibition of evidence that needs to be accessible for evaluation by a AB during the accreditation visit. The ALS presents evidence of teaching and learning materials, student work and assessments of the year preceding the accreditation visit.

#### **6.8 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.

#### **6.9 Appendix F: Accreditation logistics**

The head and staff of an ALS as well as a AB 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 AB.

#### **6.10 Appendix G: Appeals**

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



## **7. Transformation of the Architectural Profession**

7.1 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.

7.2 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.

7.3 The transformation of an ALS is part of the criteria considered when a AB 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)**

7.4 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)**

7.5 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)**

7.6 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.

7.7 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 professional 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.

## **8. Accreditation Criteria (Detail in Appendix A, B.1, B.2)**

8.1 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.

8.2 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.

8.3 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.

8.4 Documentation in accordance with the requirements must be submitted to SACAP within the prescribed time (6 weeks 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.

8.5 Evidence or information supplied after the evaluation will not be considered by the VB.

8.6 Should relevant information not be provided, the VB 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**).

## 9. Accreditation processes and outcomes

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) AB members (the Chairperson, one Council member, and one academic) 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 VB members.

### Continued accreditation

- a) A AB 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 will 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"*.

**There are three main accreditation outcomes:**

#### 1) Unconditional accreditation

Where there has been a previous 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 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 12-month period. 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 AB member, preferably one who was a member of the visiting board, shall visit the ALS to verify the evidence presented by the ALS in the report.
- iii) Remedial actions will 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 AB 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 VB.

### **3) Withdrawal of accreditation**

- i) Withdrawal of accreditation is a last resort measure that Council would undertake and it is 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 will be able to complete the qualification and will still be recognised by the SACAP as candidate professionals from an accredited ALS.
- iii) New registering students should be made aware that the ALS is not accredited until further notice.

## **10. 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 AB members at the end of year assessments to view the sample of an ALS's work and report back to the SACAP.

## 11. New Architectural Qualifications

- a) No person or educational institution shall offer or provide any architectural education or training to 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 only then 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 at each site based upon the documentation and supporting evidence provided from each site, and the AB 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 VB 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.

## 12. Students Registration

Any person who enrolls as a student in 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.

**Students are required by SACAP to submit the following documentation for consideration for registration:**

- a) The SACAP Student Registration Application Form can be found on: [SACAP \(sacapsa.com\)](http://sacapsa.com)
- b) A signed declaration to abide by the SACAP Code of Conduct - the student must read, understand and sign acceptance to abide by the SACAP Code of Conduct.
- c) Proof of enrolment of the student with the university or tertiary institution clearly reflecting the student number and details of the programme of study.
- d) Certified copy of Identity Document.
- e) Certified copies of academic transcripts, where applicable.
- f) Certified copies of relevant qualification certificates and other relevant memberships or registrations with similar institutions where applicable.
- g) Certified copies of South African Qualifications Authority (SAQA) Evaluation - in the case of foreign qualifications

## 13. Accreditation Panel and Accreditation Board

### Accreditation Panel (AP)

- a) The Accreditation Panel is a “pool” of suitably qualified and approved registered professionals and academics from whom members of an Accreditation Board are drawn for each accreditation visit.
- b) The Accreditation Panel is constituted through a general public call to the architectural profession and the public, in line with the principles of fairness and transparency as envisaged in the Constitution, calling for suitably qualified professionals (registered professionals / academics) to apply to serve as members of the Validation Panel.



- c) The Members of the AP must be registered professionals in good standing with SACAP. The VP must be representative in respect of gender, race, age, professional registration category, academic experience and practice experience. In addition, the VP shall include members with experience in transformation, academic development, student representatives and those with continental and international affiliations.
- d) The AP 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 (AB) members**

- e) The accreditation visit is conducted by a team of registered professionals and academics drawn from the SACAP's AP. (Refer to **Appendix B** for detailed information on the processes and procedures of the AP and the AB).
- f) Members of the AP and the AB shall at all times maintain professionalism, act independently, with impartiality and without biasness when accrediting a learning institution.
- g) Each member of the AP and AB is required to declare any conflict of interest and recuse itself from the accreditation process should the declared conflict necessitate for such.
- h) The AB shall be supported by observers who are nominated by the Council.
- i) The AB shall include one Council member who is delegated by the Council to participate in the accreditation process.

#### **Scope of the work of the AB**

- j) The AB conducts accreditation visits for:
  - new or continued accreditation;
  - to assess the ALS after conditional accreditation or withdrawal of accreditation.
  - For annual reviews
- k) The AB 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.
- l) The AB 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.
- m) The AB must assess coursework and outcomes in terms of structure, credits, content, teaching and learning, practical and intellectual ability.



- n) The AB shall respect the prerogative of an ALS to formulate the teaching and learning design, policies and procedures. A AB's role is not to instruct the ALS how to conduct its academic business but scrutinise architectural programmes to ensure compliance with the Higher Education Qualifications Sub-framework (HEQSF) requirements and SACAP Competencies. (Guidance and breakdown of tasks are included in **Appendix B**).
- o) The roles and responsibilities of each member of a VB are explained in detail in **Appendix B**.

#### **AB requirements**

- p) When appointing AB, SACAP shall ensure that there is a balance of appropriate experience and the requirements suited for the ALS's circumstances.
- q) SACAP shall consider International architectural education experience when appointing AB.
- r) SACAP shall ensure that the AB is diversified in terms gender, race, and experience.
- s) One AB member shall be delegated by the Education Committee. Therefore, the Chairperson of the Education Committee shall be part of the AB for every accreditation visit, or any other Education Committee member delegated by the Chairperson.
- t) To ensure continuity, at least one AB member must have been part of the previous accreditation visit to the specific ALS;
- u) At least one AB members shall be delegated by the Council.
- v) Preferably AB 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 a AB.
- w) The AB is appointed by the Registrar based on the recommendations of the Senior Manager: Professional Statutory Services.
- x) The appointment of AB members shall be communicated to the head of the ALS well in advance. The communication shall include AB members qualifications and experience.
- y) AB members shall be informed no later than three (3) months about the appointment prior to a planned accreditation visit.
- z) Members of the AB shall declare all conflict of interest whether real or perceived prior to the accreditation visit.



- aa) For an advisory visit, it is recommended that a AB will consist of three (3) academics of a standing equal to or above the highest professional category to be accredited and two (2) Council members (one of which is the Chairperson for the Education Committee).

#### **14. Composition of the AB**

- a) The AB appointed to undertake accreditation visit must include a minimum of five (5) members and an observer.
- b) The AB must appoint a Chairperson and Vice Chairperson.
- c) The AB shall include 2 academics of a standing equal to or above the highest professional category to be accredited.
- d) Two (2) registered professionals in a category of registration equal to or above the highest professional category to be accredited.
- e) One (1) Council member appointed by the Council.
- f) The Chairperson of the Education Committee.
- g) The AB 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.

#### **15. 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 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.

#### **16. Secretarial support to the AB**

- a) The AB shall be administratively supported by a Secretary from the SACAP, where possible the SACAP Education Manager shall provide secretarial support to the AB.





- b) The Secretary shall ensure that the AB complies with the Accreditation Rules during the accreditation visit and assist the VB 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 visit;
- h) Complete a report conforming to the SACAP approved format;
- i) Circulate draft reports for comment from Visiting 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**.
- k) Ensure that accredited institutions are published on SACAP's website.

#### **17. 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 and associated skills.
- 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 a VB 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.

#### **18. 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.

#### **19. 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.

## **20. 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.

## **21. Accreditation logistics (detail in Appendix F)**

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

## **22. 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 AB, 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.

## **23. 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.



## 24. Responsibilities of the ALS and the AB

- a) The costs incurred by both the ALS and the AB 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 AB 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 AB 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 AB 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 AB shall evaluate whether or not the ALS's strategic objectives and the tactical aims of each academic year are valid, 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, 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 VB members.
- h) The Chairperson of the AB must ensure that the accreditation visit is efficiently and effectively conducted and ensure that members of the AB do not interrupt each other or act unprofessionally. The Chairperson shall ensure that all members of the AB fully participate. The Chairperson shall ensure that accreditation visit is conducted in an orderly and efficient manner.

## **25. Appeal process**

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

SACAP shall ensure that the CBE is informed of any disputes raised in terms of the aforesaid section.

## **26. Approval and Review of the policy**

- a) This Accreditation policy shall be recommended by the Education Committee for approval by the Council.
- b) The policy shall be reviewed every two years, unless there are material changes to legislation, regulations or standards which may warrant urgent review of the policy.

## **22 Reference Documentation**

- I. Legislative frameworks, Higher Education Act, 101 of 1997.
- II. Architecture Profession Act, 44 of 2000.
- III. The SACAP Validation Protocols.
- IV. Canberra Accord: Rules and Procedures.
- V. The Council for the Built Environment Act, 2000.
- VI. Policy Framework on Accreditation of Built Environment Programmes.

## **23 Accreditation schedule for the sixth term SACAP Council:**

In line with clause 8(e) of the Policy Framework on Accreditation of Built Environment Programmes, a provision must be inserted which requires SACAP, within the term of a newly elected council, to compile and submit an accreditation table to the CBE stipulating all the programmes, accreditation status, its term of accreditation and planned accreditation visits within the term of office of the new council.

<b>Institution</b>	<b>Qualification Validated</b>
University of Cape Town	<ol style="list-style-type: none"> <li>1. Bachelor of Architectural Studies (BAS) –Candidate Architectural Technologist</li> <li>2. Bachelor of Architectural Studies [BAS (Hons)] – Candidate Snr Technologist</li> <li>3. Master of Architecture (Professional) (M. Arch)-Candidate Architect</li> </ol>
University of the Witwatersrand	<ol style="list-style-type: none"> <li>1. Bachelor of Architectural Studies (BAS)-Candidate Architectural Technologist</li> <li>2. Bachelor of Architectural Studies [BAS (Hons)] – Candidate Snr Technologist</li> <li>3. Master of Architecture (Professional) (M. Arch)-Candidate Architect</li> </ol>
Cape Peninsula University of Technology (CPUT)	<ol style="list-style-type: none"> <li>1. Diploma: Architectural Technology-Candidate Draughtsperson</li> <li>2. Bachelor of Technology: Architectural Technology-Candidate Architectural Technologist</li> </ol>
University of Pretoria (UP)	<ol style="list-style-type: none"> <li>1. Bachelor of Architectural Studies (BScArch)-Candidate Architectural Technologist</li> <li>2. Bachelor of Architectural Studies [BScArch (Hons)]-Candidate Snr Technologist</li> <li>3. Master of Architecture (Professional) (M. Arch)-Candidate Architect</li> </ol>
Durban University of Technology (DUT)	<ol style="list-style-type: none"> <li>1. Diploma: Architectural Technology – Candidate Architectural Technologist</li> <li>2. Bachelor of Architecture Architectural Technology (BArch) – Candidate Senior Architectural Technologist</li> </ol>
Tshwane University of Technology (TUT)	<ol style="list-style-type: none"> <li>1. B Tech Architecture (Professional), renamed as the BArch from 2017 – Candidate Senior Architectural Technologist</li> <li>2. B Tech Architecture (Professional) with extended curriculum, renamed as the BArch (Ext) from 2018 onwards – Candidate Senior Technologist</li> <li>3. B Tech Architecture (Technology) – Candidate Senior Technologist</li> <li>4. M Tech Architecture (Professional), renamed as the MArch from 2018 onwards – Candidate Architect</li> </ol>
University of KwaZulu-Natal (UKZN)	<ol style="list-style-type: none"> <li>1. Bachelor of Architectural Studies (BAS)-Candidate Architectural Technologist</li> <li>2. Master of Architecture (March)-Candidate Architect</li> </ol>
Nelson Mandela University (NMU)	<ol style="list-style-type: none"> <li>1. Bachelor of Architectural Studies (BAS)-Candidate Architectural Technologist</li> <li>2. Master of Architecture (March)-Candidate Architect</li> </ol>
Nelson Mandela University (NMU) SOUTH CAMPUS	<ol style="list-style-type: none"> <li>3. Diploma in Architectural Technology –Candidate Architectural Technologist</li> <li>4. Adv. Diploma in Architectural Technology – Candidate Senior Architectural Technologist</li> <li>5. Adv. Diploma in Architectural Design – Candidate Senior Architectural technologist</li> </ol>
University of Free State (UFS)	<ol style="list-style-type: none"> <li>1. Bachelor of Architectural Studies (BAS)-Candidate Architectural Technologist</li> <li>2. Bachelor of Architectural Studies [BAS (Hons)]-Candidate Snr Technologist</li> <li>3. Master of Architecture (Professional) (M. Arch)-Candidate Architect</li> </ol>



Namibian University of Science & Technology (NUST)	<ol style="list-style-type: none"> <li>1. Bachelor of Architecture-Candidate Architectural Technologist</li> <li>2. Bachelor of Architecture (HONS)-Candidate Snr Technologist</li> </ol> <p>(Accreditation of the BAS and BAS (Hons) programmes, but also for an initial Accreditation of the Masters)</p>
University of Johannesburg (UJ)  Graduate School of Architecture (GSA)	<ol style="list-style-type: none"> <li>1. Diploma: Architectural Technology (DipArch) –Candidate Architectural Technologist</li> <li>2. BTech: Architectural Technology-Candidate Senior Architectural Technologist</li> <li>3. BArch (Bachelor of Architecture)-Candidate Senior Architectural Technologist</li> <li>4. MTech: Architectural Technology (profession)-Candidate Architect</li> </ol>
INSCAPE	<ol style="list-style-type: none"> <li>1. Higher Certificate: Architectural Technology – Candidate Draughtsperson</li> </ol>









Printed by and obtainable from the Government Printer, Bosman Street, Private Bag X85, Pretoria, 0001  
Contact Centre Tel: 012-748 6200. eMail: [info.egazette@gpw.gov.za](mailto:info.egazette@gpw.gov.za)  
Publications: Tel: (012) 748 6053, 748 6061, 748 6065