GUIDELINES FOR THE VALIDATION OF COURSES IN ARCHITECTURE
BY SACAP VISITING BOARDS

The Broad aim of a validation system carried out by a visiting board is the maintenance and enhancement of Architectural Education Standards via recognition process.

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1. Introduction to the process of Validation of courses in Architecture by SACAP visiting boards

1.1 List of Acronyms

ALS	Architectural Learning Site
CAA	Commonwealth Association of Architects
CHE	Council on Higher Education
HEQC	Higher Education Quality Committee
RIBA	Royal Institute of British Architects
SACAP	South African Council for the Architectural Profession
UIA	International Union of Architects
UNESCO	United Nations Educational Scientific and Cultural Organization

1.2 Definitions

- **Architectural Learning Site:** a department of architecture at a university, university of technology or private institution that, in many cases, has been referred to as a "school" in the past.
- **Validation Panel:** a pool of suitably qualified and approved persons from whom members of a *Visiting Board* are drawn.
- **Validation:** the granting of approval/recognition to a course /programme / examination which has been tested and found to produce results of a minimum acceptable standard against set criteria (i.e. output related)
- **Visiting Board:** a team drawn from the Validation Panel and others who may be nominated by the SACAP or HEQC

1.3 Objective of the validation process: -

- To recommend to the South African Council for the Architectural Profession that a qualification meets the standard for registration purposes for the relevant category of registration.
- To recommend to international **validation** authorities that a qualification is comparable with international standards.
- To communicate the results of a **validation** visit to the Higher Education Quality Committee for programme accreditation purposes.

1.4   Validation criteria: -

Diversity innovation and development in both education and practice are characteristics of a healthy architectural environment. There is however, a universal commonality in the range of problems to be solved, which currently includes urbanization, growth, and changes in technology, sustainability and conservation of natural physical economic and cultural resources. There are in addition internationally accepted best practice norms in respect of architectural education and training which tend to adapt to the prevailing needs of society. The **validation** process which is evidence led is concerned with both the level of competency of graduates of an A.L.S., as well as the level of competency that is demonstrated in the teaching process.

In an international context criteria for **validation** should at least take account of the *UIA/UNESCO Charter for Architectural Education, June 1996*. For credibility in the international sphere within which architects from the Republic of South Africa operate (mainly Africa, the Middle East and Europe), broad conformity should also be sought with t*he RIBA Procedures, Criteria and Policies for the International Validation of Courses, Programs and Examinations in Architecture (February 2001)* and t*he CAA Procedures and Criteria, Qualifications in Architecture Recommended for Recognition by CAA.*

In a South African context, the Higher Education Act of 1997 assigns responsibility for quality assurance in higher education to the CHE. This responsibility is discharged through its permanent sub-committee, the HEQC. The mandate of the HEQC includes, quality promotion, institutional audit and programme accreditation. The **validation** process of the South African Council for the Architectural Profession overlaps these mandated functions of the HEQC. The results of **validation** visits by SACAP **Visiting Boards** to institutions offering architectural education are accordingly communicated to the HEQC. Documents prepared by the HEQC including Criteria for Programme Accreditation (November 2004) and Framework for Programme Accreditation (November 2004), further inform the SACAP validation process.

1.5   The validation process and methodology: -

Validation of standards of achievement takes place through a peer group review process by a **Visiting Board.**

The **validation** process seeks to measure the energy and efficiency with which the problems faced in practice and education are addressed. It should in addition provide useful feedback to the institution visited. It is essentially output based in that it assesses output standards.

Specific requirements of the **Visiting Board** based on the board's assessment will be captured in a written report and recommendations to the institution visited. Input in the form of verbal exchange with individual board members is for the visited institution to react to as it sees fit. The written report will be prepared by the **Visiting Board** Secretary, who shall be appointed by SACAP and work according to the time scale set out in 4.4 hereafter.

1.6 Duties of the Visiting Board Secretary

The **Visiting Board** Secretary is entrusted with the management and smooth running of the visit.

The **Visiting Board** Secretary will be a member of the SACAP Validation Committee and as such will be the eyes and ears of SACAP at the visit, with a duty to report back to the Validation Committee on the visit. The **Visiting Board** Secretary may be a person who has previously been employed at an A.L.S., but shall not have any current connection to an A.L.S. The duties of the **Visiting Board** Secretary are as follows:-

- Before the visit begins, conduct an information session for **Visiting Board** Members on objectives and procedures for the visit, as well as SACAP policy and protocols. Guidance in these matters should also be provided during the visit.
- Manage the visit with respect to time and arrangements with the A.L.S. Head;
- Keep an attendance register;
- Keep records of meetings;
- Collect and collate information;
- Assist where documentation is missing or needs duplicating;
- Complete a report conforming to the SACAP approved format;
- Circulate draft reports for comment from **Visiting Board** Members, and ensure that a record is kept of such comments;
- Comply with the program and processes set out in 4.4.

1.7 Visiting Board composition and appointment

The members of the **Visiting Board** are drawn from a **Validation Panel** approved by SACAP.

The composition of the **Visiting Board** must of necessity include architectural practitioners in day-to-day contact with the demands of practice as well as those involved in teaching. In cases international experience as well as race and gender diversity is needed in order to give

the process wider credibility. Representatives of international validation bodies are additionally useful from an international benchmarking point of view. In addition, the group may include representation by a specialist in tertiary education and other persons outside of the architectural profession. The **Visiting Board** chairperson will be appointed by SACAP and will not be a person currently in the employ of any South African **A.L.S.**

2. Preparation for a Visiting Board

The **Visiting Board** wishes to see A.L.S's as nearly as possible as they normally operate with lectures and studio work in progress. The preparation for a visit inevitably means extra work and the Council is grateful for co-operation in this connection. A reason often offered for the A.L.S. not operating normally during a visit, is that studio and other teaching space is needed for the exhibition of student work. Every effort should be made to identify space elsewhere in the vicinity for the examination of work by the **Visiting Board.**

The Head and staff of the A.L.S. are asked to study this document in advance of the visit so that the operation of the **Visiting Board** is understood, and to give careful attention to the checklist of material required as listed under heading 7 hereafter, and set out in detail in Appendix A and C. In the preparation of material, care should be taken not to allow the medium to cloud the message. Attractive presentation is always appreciated, but should not be at the expense of clear expression and legibility. A visit may at the discretion of the **Visiting Board** chairperson be aborted if documentation is not adequate.

The **Visiting Board** would like the visit to be treated as a co-operative exercise and, whilst the timetable (Appendix 'B') is necessarily tight, **Visiting Board** members will have received a great deal of information about the A.L.S. to be visited in advance and it may be assumed that **Visiting Board** members are informed in respect of the working of the A.L.S.. The constraints of a tight timetable make last minute changes difficult if not impossible to accommodate. The **Visiting Board** chairperson will have the right to abort the visit should unscheduled timetable changes interfere with the board's work or should information required before or during the visit not be available. An to be inspected is advised against a last minute team effort to assemble the necessary information. Best results are often obtained when a single person collates the information starting at least a semester before submission.

3. The Visiting Board's Task

In essence the task of the **Visiting Board** is to determine whether the graduates of the A.L.S. to be visited meet the required standards. To this end the lowest standards qualifying for graduation are of greatest concern.

Throughout the visit the **Visiting Board** will have particular regard to: -

i) The A.L.S.'s ability as demonstrated in the delivery of its course and the standard of achievement of students;

ii) Whether or not the A.L.S.'s strategic objectives and the tactical aims of each academic year are valid, clearly defined, understood by staff and students, and are effectively implemented;

iii) The content and coverage of the lecture syllabuses and the relevance of lectures in r elation to project work;

iv) The extent to which the courses develop skills and understanding in the students, including –

- The ability to analyze 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 to clients, contractors and other members of the building team.
- An adequate understanding of the legal, ethical, contractual and procedural aspects of professional architectural practice.

4. Report and Recommendations of the Visiting Board

4.1 The **Visiting Board** prepares a report and makes recommendations as to whether or not courses and examinations at A.L.S.'s of architecture are of a standard to be recommended to SACAP for the purposes of registration in the categories currently allowed for in the Architectural Profession Act. The **Visiting Board** may also make recommendations to or in collaboration with other validation authorities with which SACAP has current agreements.

4.2 In making the recommendations, the board may make its recommendations in terms of any of the following options in relation to the first stage, any other stage or the whole of a course -

4.2.1 An **advisory visit**
Where advice is sought prior to the implementation of a new course or stage of a course prior to initial **validation.**

4.2.2   *Initial or Continued **validation***

Where there has been a previous visit and **validation** of the courses and examinations are adjudged to have maintained the necessary standards **validation** is normally continued for four years. In the case of an initial visit a satisfactory assessment will also result in **validation** for four years.

Where aspects of the courses and/or examinations require some improvement, **validation** may be subject to conditions and remedial action to be taken, to be monitored by one or more of the following methods:

a) A requirement for the A.L.S. to make reports to SACAP each academic year;

b) Submission to SACAP of all external examiners' reports annually until the next visit;

c) Appointment of new (or more) external examiners;

d) A visit at some specified future time by one or two members of the **Visiting Board** who will report to SACAP;

e) A requirement that the A.L.S**.**, in consultation with SACAP, should for a specified period appoints professional advisers who will report to SACAP;

f) A revisit by a full **Visiting Board** in two years.

4.2.3   *Withdrawal of **Validation***

Where courses and examinations are adjudged to have fallen below minimum standards, validation is withdrawn with effect from an agreed date, which would take account of the students already on the course.

4.2.4   *Deferred **Validation** following an initial visit*

Recommendations may be deferred until the A.L.S. has fulfilled some requirement, for example:

a. Provision of additional evidence (to be specified);

b. Some members of the **Visiting Board** joining the external examiners at the end of year assessments to view the exhibition of the whole of the A.L.S.'s work and report back to SACAP.

4.2.5   *A Re-Visit*

Where conditional or deferred **validation** has been awarded or **validation** has been withdrawn, the purpose of a re-visit would be to **revalidate** or confirm full **validation** if an acceptable standard has been achieved.

4.3   Before leaving the A.L.S**.,** the Chairman outlines the **Visiting Board's** main findings to the Head of A.L.S.

4.4   The timescale and circulation sequence for the processing of the report will be as follows: -

- Within a **week** of the visit the board secretary submits a draft report to board members for comment.
- **Visiting Board** member's comments to be incorporated in report and consensus reached amongst **Visiting Board** members on report content within a further two weeks.
- During the fourth week following the visit, the report to be made available by the secretary to the head of the inspected A.L.S**.** for comment and correction of matters of fact. This stage will also be regarded as an appeals opportunity where the comment (or appeal) from the head of A.L.S. may be forward to the secretary.
- One month after the visit the report is to be submitted to the SACAP Registrar who then submits the report to the SACAP **Validation Panel** for approval on behalf of SACAP in terms of this Committee's delegated functions. The **Validation Panel** will at this stage give due regard to both comment and appeals.
- Six weeks after the visit the Registrar of SACAP forwards the report to any associated validation body which body will have two weeks within which to react to findings of the report.
- Two months after the visit the Registrar will forward the final report to the head of the inspected institution and the report will be published on the SACAP website. This report will in addition be forwarded to the CHE.

5. Procedures for the Visit

5.1   During the visit the **Visiting Board** meets with individuals and with groups. The **Visiting Board's** private talk with the Head after the presentation on the first morning of the visit is intended to afford an opportunity for the Head to bring any matters of concern to the **Visiting Board's** attention.

5.2   The presentation during the morning of the first day is aimed only at defining the A.L.S.'s benchmark for acceptable performance in each year of study. This is not to be seen as an opportunity to display the A.L.S.'s best work.

5.3   The timetable provides for a meeting with some or, if possible, all of the A.L.S.'s external examiners. It would be helpful if they were able to join in the discussion with staff. A great deal of importance is attached to external examiners, their credibility and in particular to their presumed objective and unbiased assessment of the A.L.S.'s level of achievement. External examiners are assumed to have a greater depth of understanding of levels of achievement in their area of expertise than **Visiting Board** members, and detailed clarification will be required where their reports are unsatisfactory or where their assessment differs significantly from the internal examiners assessment.

5.4   The **Visiting Board's** discussion with the staff is intended to be wide-ranging and it is hoped that all members of staff will join in. Discussion will also take place during the less formal encounters with staff in the studios or over lunch. Should any staff members wish to have personal discussions with the **Visiting Board**, they should contact the Chairman. <u>The Head should make it known that this opportunity is available to all staff members.</u>

5.5   Members of the **Visiting Board** have a formal group discussion with students as well as talking to   individual students in the studios. The discussion group may include representatives of each year or at the discretion of the A.L.S. be open to any student who wishes to be present.

5.6   If possible, some recently qualified graduates of the A.L.S**.** other than those in teaching positions   should be invited. This meeting is usually unstructured, but students may if they wish, prepare a brief list of topics to discuss with the **Visiting Board**. Preferably this should be made available to   the **Visiting Board** on the first day.

NOTE: *IT IS ESSENTIAL THAT STUDENTS AND EX STUDENTS FROM THE EXIT LEVELS OF THE COURSE UNDER CONSIDERATION SHOULD BE REPRESENTED.*

6. Arrangements for the Visit

6.1 **Visiting Boards** take place at a maximum of four yearly intervals. The date for a **Visiting Board** is to be confirmed with the registrar of SACAP at least twelve months in advance and will under normal circumstances be in April. Visits during the second half of the year will only be considered under exceptional circumstance.

A.L.S.'s preparing to submit a new or existing course for initial **validation** are advised to   request an informal advisory visit at least a year before an initial **validation** visit.

6.2 The cost of accommodation and travel for SACAP appointed members of the **Visiting Board** is met by SACAP. The Council arranges hotel accommodation for members of the **Visiting Board,** who make their own travel arrangements for which they may claim compensation. Where   representatives of other validation authorities join the **Visiting Board** at the invitation of the   institution to be visited, expenses will be borne by the institution. Representatives of other validation authorities will have the status of observers and their presence will be subject to prior   SACAP approval. The extent to which observers may participate in the process will be at the   discretion of the **Visiting Board** chairperson. Wherever practical the **Visiting Board** is accommodated within walking distance, but where this is not possible, it may be necessary to seek the A.L.S.'s assistance in providing transport during the visit.

6.3 The **Visiting Board** should be provided with a suitable, lockable, room in the A.L.S. to use as a base, in which to keep members' papers and to hold private meetings. The **Visiting Board** prefers to have a simple working lunch at the A.L.S. or where course work is displayed, giving an opportunity to see more of the staff and students and to meet those individuals involved in management of the A.L.S.

6.4 A secretary will be made available by SACAP to keep a record of the **Visiting Board's** discussions and findings and to manage the compilation of a report as per 4.4. The duties of the Secretary are as outlined in 1.6.

6.5 The A.L.S. may at its own discretion, and after consultation with the **Visiting Board's** secretary arrange one after hour's social function at which **Visiting Board** Members and staff can meet on an informal basis. This is by no means a requirement. A working lunch for **Visiting Board** Members and Staff is the preferred alternative. As evenings will be needed

for informal discussion and the relaxation of **Visiting Board** members, no further social invitations from the A.L.S., Staff or Students will be accepted.

7.   CHECKLIST OF MATERIAL REQUIRED FOR THE COUNCIL'S VISITING BOARD

7.1   **Six weeks in advance of the visit**

Seven copies of the following documentation must be sent to the Council: For some visits (for example, large A.L.S. or more than one course) the size of the **Visiting Board** is increased and extra copies of documentation are required. A.L.S.'s are requested to note the number of members on a particular visit and to adjust accordingly. Failure to submit all required documentation six weeks in advance of the visit may lead to the visit being aborted. Should documentation be incomplete or unclear, the chairperson may after consulting other board members abort the visit.

- Self-appraisal (see Appendix A)

- Questionnaire (see Appendix C)

7.2   **Available during the visit**

A representative range of studio work for all years of the course, exhibited chronologically with relevant programs so as to show the development of the curriculum throughout the entire course: drawings to be hung separately and consecutively with the exception of large sets of drawings which are best overlapped. The line of demarcation between the works of each year should be clear.

(See Note (a) hereunder)

- Academic Portfolios of three students who achieved the lowest pass at 1st and if applicable 2nd degree level of the course, and of two students with the highest fails**.** These academic portfolios, which should be clearly labeled, to indicate whether they are "lowest passes" or "highest fails" should be available for reference in the room set aside for the **Visiting Board**. In all cases the actual mark achieved must be displayed. The **Visiting Board** will need to know by what margin the work concerned is a pass or failure.

Design work, including the project brief, as well as the work upon which the final mark in every other subject in the final year of study was determined makes up an academic portfolio.

- All examination question and answer papers for the Semester immediately preceding the visit.

NOTES

a) In selecting the work for exhibition, the A.L.S. is asked to display good, representative work in addition to that of the ablest students. The sequence of the work shown should follow the sequence of the course with clear delineation between the work of differing years. The briefs applicable to the work on display must be readily available.

b) The reason for asking for low pass and highest fail portfolios is that the **Visiting Board's** primary function is to evaluate minimum standards. For this reason it is important from a benchmarking point of view to give the actual percentage mark to enable the **Visiting Board** to understand by what margin the work was judged to have passed or failed.

c) The work in the portfolios should be arranged in chronological order with clear and sensibly placed title lettering and with the relevant programs inserted. There should also be an explanation inserted for any work that is missing.

    Preparatory work as well as the final drawings should be included so as to reveal the student's approach to projects and the reasons why one solution rather than another has been adopted.

d) Examination scripts with the relevant question paper should be grouped in sets of related subjects for each year, with the A.L.S.'s usual mark sheets and external examiners report attached to each set of papers.

e) Where possible, the majority of the presentations should be done in one room where all the previously mentioned material is available. This obviously excludes discussions with students or staff where confidentiality is at issue.

APPENDIX 'A'

Self-Appraisal by the A.L.S

Initial and Continued Validation Visit

The self-Appraisal has two purposes: to enable the A.L.S. to analyze its performance and to provide the Board with a succinct account of developments since the last visit (where applicable) and plans for the future.

The appraisal should cover, but not necessarily be restricted to: -

   a. Issues raised in **Visiting Board** and/or external examiners' reports (quoting from the relevant report). A copy of the last full **Visiting Board** report and any subsequent interim reports must be attached.
   b. Changes introduced to improve the courses since the last visit.
   c. Effects of changes in resource provisions since the last visit.
   d. Critical evaluation of course objectives.
   e. The A.L.S.'s perception of its own strengths and weaknesses.
   f. Relationships with parent institution and other departments.

The appraisal should not exceed 2,000 words and should state who was involved in its compilation, because the **Visiting Board** wishes this to involve the whole A.L.S. community. In particular, it wishes to ensure the incorporation of student views – if these are not reflected within the appraisal itself, A.L.S. are asked to supply the **Visiting Board** with a separate statement of student opinion. The appraisal should be complete in itself, without the necessity for the **Visiting Board** to make reference to documents prepared for other purposes.

In the case of initial validation visits, a "new course statement" is to be provided stating the rationale for the introduction of the course, special features and any other issues, which the A.L.S. wishes to raise.

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APPENDIX 'B'

Recommended Timetable

Pre-Meeting of the Visiting Board: Chairperson appointed by SACAP to preside.		
16:00	1) Aims and objects of the Visiting Board. 2) Evaluation of documentation. Review and identify matters to be clarified and investigation during the visit. 3) Review report of last visit and follow-up reports, if any identify matters to be investigated. 4) Discuss goals and aims of school and curriculum content. 5) Allocation of tasks between Board members.	
First Day – Normally Monday		
08:30 – 09:00	Introduction by board Chairperson of board members and by H.O.S of staff members	Board HOS
09:00 – 11:30	Presentation by staff of the outline of the core programme of the subjects that directly inform architectural design with an indication of how courses develop from year to year and how courses integrate with design teaching. Presentation to conclude with a presentation of the highest fails and lowest passes in design with the work of each year introduced by the relevant studio staff. The presentation may be digital or by any other suitable means that the time constraints allows. The work presented should be that of the academic year preceding the visit. It is important that Visiting Board members be able to form an impression of the standards achieved be the end of each academic year. As the board is essentially concerned with the threshold standard, the design work shown must of necessity only be at highest fail lowest pass level. During the afternoon session there will be a full opportunity of board members to examine the best design work each year.	
11:30 – 12:30	Private meeting with head of A.L.S. (to include brief orientation tour of premises where necessary) and refreshments	Board & Staff
12:30 – 13:30	Lunch with Head and Staff	

13:30 – 17:00	Members of the **Visiting Board** divide their time between inspection of:
	Portfolios and other exhibited work. Work on exhibition should include:-
	  − The best each year as well as the academic portfolios described in 7.2
	  − Examination papers, scripts and dissertation, for the semester prior to the visit.
	Visits to workshops, library, studios, computer facilities etc. Including informal discussion with staff and students.
		Board

17:00 – 18:00	Private meeting of the **Visiting Board**. Review progress of visit and identify matters requiring deeper investigation.	Board

Second Day – Normally Tuesday		
08:30 – 09:30	Support Subjects The **Visiting Board** divides into groups to interview staff that present support subjects. Samples of projects and exam scripts must be available.	Board All Staff
09:30 – 10:30	Meeting with Students and Past Students	
10:30 – 11:45	Meeting with external examiners. **NOTE**: For this meeting to be useful it is essential that external examiners reports called for in the pre visit documentation is comprehensive.	Board Examiners Lecturers
11:45 – 12:45	Deal with any matters arising	Board
13:00 – 14:00	Lunch with Dean, Heads of associated departments and External Examiners.	Board Staff
14:00 – 15:30	Meeting with Full Time and Part Time Staff without Head of A.L.S., unless invited by the **Visiting Board** Chairperson.	Board Staff
15:30 – 16:30	Presentation of what the A.L.S. regards as its unique characteristics	
16:30 – 18:00	Private meeting of **Visiting Board** agree on general findings and report contents.	Board

Third Day – Normally Wednesday		
09:00 – 10:00	Prepare for meeting with the principal/rector	Board
10:00 – 10:45	Meeting with principal/rector without Head of A.L.S.	Board, Dean, Principal / Rector
10:45 – 12:00	Meeting with Head of A.L.S. The Visiting Board to summerise the report and discuss potential omissions and additions.	Board HOS
12:00 – 13:00	Private meeting of the **Visiting Board** to decide on finalisation of report.	Board
13:00	Lunch	
Afternoon & Evening	Depending on **Visiting Board** Members' travelling arrangements.	Board

1. This timetable may be varied with the written approval of the SACAP Registrar and/or Chairperson of the **Visiting Board** prior to the visit.

2. A.L.S.'s to be visited are requested to be sensitive to the fact that a great deal of ground has to be covered during the visit. Failure to keep to the timetable or to have information available at the required time will at least create an unfavourable impression and at worst result in the visit being aborted.

APPENDIX 'C'

Questionnaire

Prepare a document that addresses the following questions make use of yearbooks, the parent institution's prospectus, and institutional reports etc. Indicate against the relevant questions where these are addressed in the documentation. Please keep these as synoptic and accessible as possible, preferably by way of charts, diagrams, etc where appropriate.

   a. Student's recruitment, selection and admission.

      1. Are learners assisted by the A.S.L. in their career selection? Does the A.L.S. provide information on Architecture as a career choice?

      2. How prospective students are selected, admitted, etc? Are there limits set on numbers of entrants? Is there an equity policy for student admission?

   b. Course structures and Curriculum Contents

      1. What is the structure of the course? (E.g. 3+@ years etc.)

      2. What are the strategic objectives of each of the qualifications offered?

      3. List the subjects' titles for each year of the course.

      4. Provide lecture syllabuses for all subjects including details of the numbers of hours for each subject and reading lists.

      5. Provide the brief for the major design projects in each year.

   c. Teaching and Assessment

      1. Provide the briefs for the major design projects in each year.

      2. How is subject course work coordinated and integrated with design project work? Please provide examples.

      3. Describe the A.L.S.'s teaching methods, including the use of visiting critics etc:

      4. What are the teaching methods for courses relating to Professional Practice in each of the qualifications?

      5. Describe the methods by which information Technology are utilized in the teaching process.

      6. Describe briefly the method of assessing students' work.

      7. Give the names of the external Examiners for all years of study for all subjects, for the current year and past 3 years. Note which of the external Examiners the board will meet.

d. Staff Provisions
   1. List Teaching staff under the following headings: -

   Name and date of appointment

   Full time or part time status

   Grade

   Academic Qualifications

   Responsibility or subject(s) taught

   Practice consultancy or research detail

   2. Give the staff/student ratio (SSR) e.g. 1:10 for the course calculated in accordance with the following formula:

   SSR = <u>Full Time Equivalent Students (student FTE)</u>
         Full Time Equivalent Staff (staff FTE|)

   NOTE: The calculation includes the Head, but excludes Research Assistants, if any.

   3. List Technical and Administrative Staff under the following headings: -

   Name

   Date appointed

   Grade

   Function

   To whom responsible

   4. What provision does the parent institution/A.L.S. make for staff development?

   5. What are the institutional policies and strategies for equity?

e. Research and Post Graduate Studies

   Research and Post-Graduate Work:

   1. Outline the research program and achievements of the A.L.S. over the past five years, particularly by way of focal areas, graduates from research programs, and staff publications.

f. Finance

   1. Provide the current budget of the A.L.S. and how it is expended.

   2. Has this changed significantly since the A.L.S. was last visited? Highlight these changes by way of example/s.

g. Management Structure

   Show diagrammatically the management structure of the A.L.S.

h. Meetings with Management

Give names of vice-chancellors, directors, administrators, heads of other departments or ant other members of management whom the **Visiting Board** may meet.

i. Resources and Facilities

1. Library

1.1 Provide an outline of the academic support given by the Institution and the A.L.S**.** by way of media and library material, librarians, research assistance, study material, etc and where these are located and times accessible.

2. Accommodation

2.1 Provide layouts of the facilities available to the A.L.S. (preferably to a scale of 1:200) and how these are allocated with m^2 indicated.

j. Practice, Training and Professional Development

1. Describe the Practical Training arrangements (if any). What involvement has the A.L.S. with the Profession locally? Is there provision for mid-career education by the A.L.S**.**?
   (Please give details of courses and facilities currently offered and planned)

2. What part does the A.L.S. play in regional Continuing Professional Development (CPD) activities and what is the parent institution's policy in this connection?

On behalf of the Visiting Board
Thank you.