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SACPCMP POLICY ON COMPETENCY STANDARDS FOR THE PURPOSE OF REGISTRATION

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Approved by	Isaac M. Nkosi	SACPCMP President		29 June 2022

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Acronyms and Abbreviations

CBE	Council for the Built Environment
IPDM	Initial Professional Development Modules
NQF	National Qualifications Framework
RPL	Recognition of Prior Learning
SACPCMP	The South African Council for the Project and Construction Management Professions
SAQA	South African Qualifications Authority

Definitions

Attitude	**Attitudes** "are important learning outcomes […] which are part of the affective domain and influence people's choice of actions (Ajzen, 1991). Attitudes need to be linked to skills and knowledge in the performance of professional tasks in specific work situations"[1].
Competency	According to UNESCO's TVETipedia Glossary of terms, **competency** is, "an individual's demonstrated capacity to perform a task or skill, that is, the possession of knowledge, skills and personal attributes needed to satisfy the special demands or requirements of a particular situation".
Competency Framework	A **competency framework** is the grouping of units of knowledge, skills and personal attributes with specifiers of standard and levels for each.
Applied Competence	According to the NQF Glossary of Terms **applied competence** is, "the ability to put into practice in the relevant context, the learning outcomes acquired in the process of obtaining a qualification or part-qualification (applied competence encapsulates foundational, reflexive and practical competence)".
Foundational competence	According to the NQF Glossary of Terms **foundational competence** is, "learning that provides opportunities for the development of proficiency in one or more languages as well as in some form of mathematics or mathematical literacy and that is intended to support further learning, or competence required to pursue work in a professional environment".
Knowledge	"From a cognitive psychological perspective, different kinds of **knowledge** can be distinguished, and the distinction between declarative and procedural knowledge is the most

	widely used. Declarative knowledge is the factual information that a person knows and can report on (Anderson & Schunn, 2000). Procedural knowledge is the connection or use of pieces of declarative knowledge, and generally refers to knowledge that cannot be communicated. Often, a third form of knowledge is added, called strategic or metacognitive knowledge, which pertains to knowledge about the task, context, problem-solving processes and oneself (Krathwohl, 2002)"[1].
Practical Competence	According to the NQF Glossary of Terms **practical competence,** "is practical competence is the demonstrated ability to perform a set of tasks and actions in authentic contexts".
Reflexive Competence	According to the NQF Glossary of Terms **reflexive competence** is, "the demonstrated ability to integrate performances with understanding in order to adapt to changed circumstances and explain the reason behind these adaptations".
Registered Person	Is defined in the Act as a person registered under the categories referred to in section 18 of the Act.
Skills	"**Skills** are interwoven with knowledge and pertain to the psychomotor domain in manipulating and constructing (Morrison, Ross, & Kemp, 2001). Fitts and Posner (1967) define skilled performance as an organised sequence of activities that includes both the organisation of movement and symbolic information (i.e., both motor skills and cognitive skills). Skilled behaviour is goal-directed and sensory information and feedback about response movements is continuously used during performance. We thus view skills as doing or acting in practice, involving motor skills as well as cognitive skills"[1].
The Act	In this policy 'the Act' refers to the founding legislation of the Council which is the Project and Construction Management Professions Act 48 0f 2000.

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[1] Baartman, L.K.J. & Bruijn, E. 2011. Integrating knowledge, skills and attitudes: Conceptualising learning processes towards vocational competence. *Educational Research Review*. 6 (2) p125-134.

1. Introduction

The South African Council for the Project and Construction Management Professions is an established through the Project and Construction Management Professions Act 48 of 2000, hereafter referred to as 'the Act' to provide for the registration of professionals. According to Section 1 (xiv) of the Act, registration is defined as the assessment of competency of applicants for the purpose of registration under the Act and entering the names of the applicants who qualify into a register.

The Policy Document on the Statutory Regulation of The Built Environment Professions of 1999, which preceded the promulgation of the Acts that established the Councils, outlined the functions of the Councils for the various Built Environment Professions, in terms of education, training and professional development. It states: *"It is of critical importance that appropriate competency standards are set for each of the professions and that compliance with these standards in all aspects of the education, training and professional development is assured. It is clearly in the public interest that appropriate standards are set and maintained for all levels of expertise in the professions. Achievement of appropriate standards of competence in a profession is of public interest because there is then a formal basis for the objective judging of the suitability of a particular person to undertake specific work".*

Thus, the purpose of developing competency standards for the purpose of registration is to ensure that if a person is deemed competent and registered as a professional by the SACPCMP, they are able to undertake the work outlined in the gazetted Scope of Services for a particular profession.

2. Legislative and Policy Framework

According to Section 13 (d) of the Project and Construction Management Profession Act, 48 of 2000, the Council may consult with the South African Qualifications Authority (SAQA) or anybody established by it and the voluntary associations, to determine competency standards for the purpose of registration.

Setting competency standards occurs within the framework provided by SAQA. Consequently, the *Policy and Criteria for Recognising a Professional Body and Registering a Professional Designation for the Purposes of the National Qualification Framework Act* (Act 67 of 2008) will have a bearing on this policy.

The National Qualification (NQF) was developed to promote a culture of lifelong learning, with systematic alignment with South Africa's Human Resource Development Strategy and National Skills Development Strategy, which contributes to economic development. Distinct learning forms and their expression in professional

workplace practices, find common ground in the NQF. According to SAQA's *NQF and Standards Setting handbook* SAQA is responsible for the registering of qualifications and standards on the NQF. However, it is industry, through professional councils and subject matter experts, that are responsible for generating unit standards within the quality assurance process and parameters defined by NSBs. These qualifications also culminate in the achievement of applied competence. This provides for the knowledge base requirements expressed in competency standards frameworks.

This policy also draws the Council for the Built Environment's (CBE) *Policy Framework on Competency Standards for BE Graduates and Professionals*.

3. Policy Prescripts

3.1. Development of Competency Standards Frameworks

3.1.1. Development Process

The development of competency standards frameworks must encompass the following elements:

Element 1	**Independent Research** Independent research of the profession using qualitative and quantitative methodologies coupled with the analysis of the gazetted scope of services for each profession, is undertaken to establish the core areas of competency.

Element 2	**Development of Draft Competency Standards** Based on the research outcome, competency standards are defined and described according to: knowledge, skills and attitude requirements based on the level of each designation and performance criteria of each standard and presented in a framework for each profession.

Element 3	**Industry Benchmarking** The draft competency standards frameworks are benchmarked with international competency frameworks of recognised professions, based on international agreements.

Element 4	**Broad consultation** Stakeholder consultation plan is developed and implemented to ensure that all relevant stakeholders are adequately consulted, and their input and recommendations recorded and incorporated into the competency standards frameworks, where applicable.

Element 5	**Development of Assessment Framework** Before the competency standards frameworks are finalised and approved tests for measurability of each competency standard are conducted and assessment frameworks are developed for the assessment of the approved competencies for the purpose of registration.

Element 5	**Development of Curriculum Framework** Once competency standards frameworks are finalised and approved curriculum frameworks are developed for the development of educational programmes or learning activities which are to be used primarily for accreditation, Initial Professional Develop Modules (IPDM) and Continuing Professional Development (CPD) purposes.

3.1.2. <u>Competency Standards Structure</u>

The structure of the competency standards must be in the form of frameworks which describe each area of competence i.e., knowledge, skills and attitudes in individual standards mapped across levels of the relevant designations with relevant performance level descriptors for each standard.

The competency standards must not be complex and thus should not exceed 10 competencies in each area of competence to ensure that they are implementable.

3.2. Application of Competency Standards Frameworks for the purpose of Registration

According to Section 19 (1) of the Act a person applying as a professional must:

i.   Demonstrate his or her competence as measured against standards determined by the SACPCMP for the relevant category of registration.

ii. Pass any additional examinations that may be determined by the SACPCMP.

The SACPCMP assessment of competency must be outlined in the SACPCMP Competency Assessment Framework, which will be the core element of all assessment criteria for the purpose registration.

4. PAJA Imperatives

To give effect to the right to administrative action that is lawful, reasonable and procedurally fair and to the right to written reasons for administrative action as contemplated in section 33 of the Constitution of the Republic of South Africa.

4.1. Procedurally fair Administrative Action

(1) Administrative action which materially and adversely affects the rights or legitimate expectations of any person must be procedurally fair.

(2) A fair administrative procedure depends on the circumstances of each case.

In order to give effect to the right to procedurally fair administrative action, an administrator (SACPCMP), must:
   i.   give a person adequate notice of the nature and purpose of the proposed administrative action.
   ii. Provide a reasonable opportunity to make representations.
   iii. Provide a clear statement of the administrative action.
   iv. Provide adequate notice of any right of review or internal appeal, where applicable; and
   v.   Provide adequate notice of the right to request reasons for the administrative action to give effect to the right to procedurally fair administrative action.

In order to give effect to the right to procedurally fair administrative action, an administrator (SACPCMP) may, in his or her or its discretion, also give a person
   vi.   The opportunity to obtain assistance and, in serious or complex cases, legal representation.
   vii. The opportunity to present and dispute information and arguments; and
   viii. The opportunity to appear in person.

If it is reasonable and justifiable in the circumstances, an administrator (SACPCMP) may depart from any of the requirements referred to above. In determining whether a departure is reasonable and justifiable, an administrator (SACPCMP) must consider all relevant factors, including:

ix.   the objects of the empowering provision.
x.   the nature and purpose of, and the need to take, the administrative action.
xi.   the likely effect of the administrative action.
xii.   the urgency of taking the administrative action or the urgency of the matter; and
xiii.   the need to promote an efficient administration and good governance.

Where an administrator (SACPCMP) is empowered by any empowering provision to follow a procedure which is fair, the administrator may act in accordance with that different procedure.

An administrator (SACPCMP) must convene an internal tribunal to hear a case convened by a person aggrieved and seeking relief for just administrative action. The tribunal shall follow the same procedure as that of a case of against a professional for misconduct.

4.2.   Remedies of Administrative Action

The tribunal, in proceedings for review, may grant any order that is just and equitable, including orders directing the administrator (SACPCMP):
i.   to give reasons; or
ii.   to act in the manner the tribunal requires.
iii.   prohibiting the administrator from acting in a particular manner.
iv.   setting aside the administrative action and
v.   remitting the matter for reconsideration by the administrator, with or without directions; or
vi.   in exceptional cases, substituting or varying the administrative action or correcting a defect resulting from the administrative action; or
vii.   directing the administrator or any other party to the proceedings to pay compensation.
viii.   declaring the rights of the parties in respect of any matter to which the administrative action relates.
ix.   granting a temporary interdictor or temporary relief or
x.   as to costs.

5. Version Control

5.1.   Maintenance of the policy

The current policy will be reviewed every five (5) years and will be scheduled. Unscheduled reviews will be triggered by the following:

    i.   Legislation changes
    ii.   Benchmarking (changes in benchmarks or new benchmarks)
    iii. Changes in technology

5.2.   Dissemination

The policy will be made available to SACPCMP stakeholders and the general public via the SACPCMP website after publishing in the Government Gazette. It will be disseminated externally on request.