

2022/2023 FINANCIAL YEAR

**TRANSFORMATION COLLABORATIVE
COMMITTEE:**

**PROFESSIONAL SKILLS AND
CAPACITY DEVELOPMENT**

PROGRESS REPORT

SEPTEMBER 2022

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ACRONYMS

APP - Annual Performance Plan

CBE - Council for the Built Environment

CETA – Construction Education and Training Authority

DDM – District Development Model

DPWI - Department of Public Works and Infrastructure

IMESA – Institute of Municipal Engineers of Southern Africa

MISA – Municipal Infrastructure Support Agent

NSG – National School of Government

PSETA – Public Service Sector Education and Training Authority

PSCD – Professional Skills and Capacity Development

SAIEE – South African Institute of Electrical Engineers

SAIV – South African Institute of Valuers

TCC - Transformation Collaboration Committee

ToR - Terms of Reference

1. Purpose

The purpose of this report is to provide an overview of the activities undertaken by the Professional Skills and Capacity Development Transformation Collaborative Committee (PSCD TCC) during Quarter 2 of the 2022/2023 financial year.

2. Background

The Council for the Built Environment (CBE) is a statutory body established under the Council for the Built Environment Act (No. 43 of 2000). It is an overarching body that coordinates the following six councils for the built environment professions - Architecture, Landscape Architecture, Engineering, Project and Construction Management, Property Valuation and Quantity Surveying – and through memoranda of understanding these include Town and Regional Planning, Land Surveying and Environmental Assessment. Sections 3(a) and (e) of the CBE Act mandate the CBE to promote and protect the interests of the public and promote appropriate standards of health, safety and environmental protection within the built environment.

In line with the above, Transformation of the Built Environment Professions is one of the key imperatives of the CBE. As per the CBE Strategic Plan, the CBE is to facilitate participation by the Built Environment Professions in integrated development in the context of national goals, specifically regarding Transformation as a key priority of the sixth term government. The CBE's third Transformation Indaba, hosted in October 2019, produced a number of key resolutions, in relation to challenges impeding Transformation in the sector. The CBE expects to deliver on these resolutions to ensure transformational progress. The main vehicle for driving these activities is the Transformation Collaborative Committees (TCCs), constituted in collaboration with the Department of Public Works and Infrastructure (DPWI) to specifically address these challenges. These TCCs, with support from the DPWI, are commissioned to engage with all relevant departments and industry role players to resolve key challenges identified by stakeholders. These Transformation Collaborative Committees (TCC) comprise of the following:

- i. Health, Safety, Public Protection and Universal Access (HSPPUA)
- ii. Occupational Specific Dispensation (OSD)
- iii. Procurement, Policy, Legislation and Socio-Economic Development (PPLSED)
- iv. Professional Skills and Capacity Development (PSCD)
- v. Women Empowerment and Gender Equality (WEGE)

Professional Skills and Capacity Development (PSCD)

The PSCD TCC focuses on the skills development initiatives and their implementation to increase the number of black professionals in the sector. The committee considers whether programmes intended to address the skills gap are aligned and integrated, and whether Government is deriving value for money from the investment put into skills development programmes for the built environment. The committee also considers proposals for accelerating skills development programmes, including the possibility of establishing a single built environment skills fund. The committee should also discuss how best to establish a national skills plan that leads to artisanship as a career choice. The section below provides an update on the PSCD TCC's progress in Quarter 2 of the 2022/2023 financial year.

3. CBE Medium-term Priority areas linked to the PSCD TCC

In the medium-term the TCC is focused on two issues:

- i. Transforming the Built Environment
- ii. Creating skilled (i.e. fit-for-purpose) Built Environment Professionals

4. Mandate of the CBE linked to the PSCD TCC

The PSCD TCC is linked to and supports section 3 of the CBE Act, specifically the following objects of the Act:

3(c) promote ongoing human resources development in the built environment;

3(g) promote liaison in the field of training in the Republic and elsewhere and to promote the standards of such training in the Republic;

- **Database of unemployed graduates**
- **Report on Support to 44 district municipalities on the Structured Candidacy Programme**
- **Report on WIL Placements at universities of technology (UoT)**
- **Work undertaken by the Research department to identify 4IR BE skills**
- **Accreditation of BE programmes/qualifications at institutions of higher learning**

3(h) serve as a forum where the built environment professions can discuss relevant

(i) required qualifications;

(ii) standards of education;

(iii) training and competence;

(iv) promotion of professional status; and

(v) legislation impacting on the built environment.

- **Report on Stakeholder Engagements**

- The Registrars Forum is providing a platform for engagement by the CBEP in advancing skills development matters. The PSCD TCC provides a platform for roleplayers (government departments, government entities, universities, Setas etc.) to engage in critical discussions to advance skills development matters.

Similarly, the PSCD TCC is linked to and supports section 4 of the CBE Act, specifically the following subsections:

4(f) provide advice and consultation on national policy that could impact on the built environment, human resource development in relation to the built environment professions, and the recognition of new professions;

- **Report on NSG Reskilling Programmes for BE candidates and professionals**

4(k) ensure consistent application of policy by the councils for the professions with regard to -
(i) accreditation;

(ii) the registration of different categories of registered persons;

(iii) key elements of competence testing of registered persons;

- **Accreditation of BE programmes/qualifications at institutions of higher learning**

4(n) in consultation with councils for the professions, obtain recognition for the councils for the professions as bodies responsible for the establishment of education and training standards in terms of the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995).

- **Accreditation of BE programmes/qualifications at institutions of higher learning**

4(p) Promote coordination between the Council on Higher Education and the councils for the professions in relation to accreditation of education institutions

- **Accreditation of BE programmes/qualifications at institutions of higher learning**

5. Professional Skills and Capacity Development TCC Quarter 2 Progress Report

5.1 Overview

An ad hoc workshop was held on 27 July 2022 on all the TCC TOR to ensure their incorporation of the CBE Transformation Strategy, and full alignment and accommodation of the relevant CBE objects. The PSCD sat on 15 September 2022 to a presentation by key role players such as the Municipal Infrastructure Support Agent (MISA) amongst others on skills and capacity development of the Built Environment industry. Lastly, the PSCD TCC finalised a workplan as per the ad hoc workshop held in July 2022 for continuous reference and monitoring of its goals, objectives, and tasks which encompassed four of the CBE's 2022/23 financial year targets.

5.1. Quarterly Progress

The section below provides an update on the PSCD TCC's progress in Quarter 2 (July – September 2022) of the 2022/2023 financial year. The PSCD TCC deliverables which are reported against are listed below:

- a) Forty-four districts identified in the District Development Model (DDM) supported through monitoring the implementation of the BE Structured Candidacy Programme by 31 March 2023
- b) Facilitate and report on the placement of 400 Built Environment students from seven Universities of Technology in workplaces for work integrated learning by 31 March 2023
- c) Facilitate and report on the placement of 400 Built Environment students from seven universities of technology in workplaces for work integrated learning by 31 March 2023
- d) Stakeholder Engagements
- e) One research report on the assessment of BE Candidacy Programmes within public sector institutions by 31 March 2023

5.1.1. Quarter 2 (15 September 2022)

On 15 September 2022 the third PSCD TCC was hosted. The specific purpose of this engagement was to report on matters arising from previous discussions, to adopt the committee's TOR and to recommend the workplan developed for the current financial year. A summary is provided below on the areas of discussion.

5.1.1.1. Terms of References

The PSCD TOR has been finalised and submitted for recommendation of adoption by Council through the Built Environment Matters Committee (BEMC) scheduled for 17 October 2022.

5.1.1.2. Standing Items

a) Throughput Study

The committee resolved that the Throughput Study returns to the committee as a standing item to help address issues emanating from the initiatives undertaken. Thus far, the CBE

is to explore the relationship between the throughput study and the unemployed graduate's database for presentation in the next meeting.

b) Report on the Database of Unemployed Graduates in the Built Environment

A database for placed and unplaced work integrated learning (WIL) students has been established completed by 30 June 2022:

- i. In total, 847 students were placed and 52 are unplaced
- ii. Gender demographic: Male - 555; Female - 292
- iii. Race demographic: African - 695; Coloured – 114; White - 33; Indian – 4; Other - 1
- iv. Placed students are in the following disciplines: Mechanical Engineering - 287; Electrical - 165; Construction - 135; Civil - 111; Chemical - 102; Industrial – 33; Geomatics - 14
- v. Unplaced students are in the following disciplines: Mechanical Engineering - 12; Electrical - 22; Civil – 16; Chemical - 2

c) Overview of MISA Flagship Skills and Capacity Development Programmes

The Municipal Infrastructure Support Agent (MISA) presented its flagship programmes on 15 September 2022 under:

- i. Problem Statement
- ii. MISA Mandate
- iii. MISA Strategy
- iv. MISA Approach
- v. MISA Programmes
- vi. Inherent Challenges
- vii. Recommendations

5.1.1.3. Workplan

The PSDC CC workplan has been endorsed and is reported against on a quarterly basis.

5.1.1.4. 2022/23 Annual Performance Plan (APP) target

a) Districts municipalities supported through monitoring the implementation of the BE Structured Candidacy Programme

The following engagements took place:

- i. City of Ekurhuleni Metropolitan Municipality (22 July 2022)
- ii. City of Tshwane Metropolitan Municipality (04 July 2022, 30 August 2022 and 19 September 2022)
- iii. Namakwa District Municipality (12 July 2022)
- iv. Cape Winelands District Municipality (23 August 2022)
- v. Overberg District Municipality (29 August 2022)
- vi. Garden Route District Municipality (29 July 2022)
- vii. West Coast District Municipality (12 August 2022)
- viii. Central Karoo District Municipality (11 August 2022)
- ix. uMkhanyakude District Municipality (20 September 2022)
- x. uMzinyathi District Municipality (21 September 2022)
- xi. iLembe District Municipality (21 September 2022)
- xii. uMgungundlovu District Municipality (28 September 2022)
- xiii. Meeting held with KzN Cogta Skills Development directorate to support their district municipalities on the Candidacy Programme
- xiv. VAs - SAIEE (26 July 2022); IMESA (2 August 2022); SAIV (11 August 2022) on possible skills development collaborations
- xv. SETAs - CETA (28 September 2022); PSETA (29 September 2022) on skills development programmes and student placements/support
- xvi. MISA to collaborate on the massification of mentorship, candidacy, WIL and career awareness programmes (24 August 2022 and 06 September 2022)
- xvii. University of Mpumalanga to discuss the introduction of BE skills programmes and qualifications (16 September 2022)
- xviii. North West Provincial Government to discuss collaboration on CBE pipeline programmes - WIL and Candidacy placements (15 September 2022)
- xix. City of Tshwane metropolitan municipality to discuss Candidacy support (19 September 2022)
- xx. Limpopo DPWR&I to discuss BE Reskilling and Upskilling programmes (30 August 2022)

b) Facilitate and report on the placement of 400 Built Environment students from Seven Universities of technology in workplaces by 31 March 2023

These were the key highlights provided to the committee:

- i. Database of WIL students developed
- ii. BE placed students at UoTs were monitored: TUT (22 July 2022, 24 August 2022 and 02 September 2022); CPUT (21 July 2022) and WSU (September 2022)
- iii. Funding is sourced to place 17 TUT WIL students
- iv. Engagements with SETAs (CETA (28 September 2022) and PSETA (29 September 2022) to discuss skills development programmes and student placements/support

c) Upskilling programmes for BE professionals and candidates appointed by the State

These were the key highlights provided to the committee:

- i. The CBE signed a MoU with the NSG on 14 July 2022 to professionalise the BE sector in government
- ii. There were meetings with the NSG to discuss the reskilling and upskilling programmes (30 September 2022)
- iii. There was a meeting with NSG on Programme Development, Quality Assurances and Accreditation Processes of the reskilling and upskilling programmes (30 September 2022)

d) One research report on the assessment of CBE candidacy programmes within sector institutions produced by 31 March 2023

A presentation detailing the metallurgical approach, preliminary findings and limitations was made to the committee. The following highlights were provided in terms of the thematic issues relating to the challenges faced by candidates in the public sector:

- 1) Lack of basic/soft skills for the transition from university into the work environment
- 2) Failure to submit their annual logbook, lack of mentors and insufficient technological skills
- 3) Failure to progress from candidate to professional level due to lack of exposure (competencies)
- 4) Limited understanding of requirements for professional registration

The Occupation Specific Dispensation (OSD) Policy was cited as a major contributor to the challenges:

- 1) Affects retention policies due to its restrictions
- 2) Lack of consistency in terms of candidacy duration, remuneration and framework

A draft report will be furnished to the committee by end December 2022.

6. Conclusion and Way Forward

It was resolved that there will be further follow ups with outstanding university alumni departments to share the CBE Unemployed Graduates Database. The meeting agreed to intensify efforts to create visibility and awareness of the database through platforms such as conferences in the sector. The meeting noted a need for collaboration between government and private sector was key to unlocking the full potential of professional skills and capacity development programmes implemented by the CBE. Additionally, MISA must list the municipalities experiencing challenges with skills development (professional and capacity). The meeting noted the increase in representation in the PSCD TCC, and more active participation by attendees. The workplan will be converted into the committee's standing items for quarterly progress updates.