

**2022/2023 FINANCIAL YEAR**

**TRANSFORMATION COLLABORATIVE  
COMMITTEE:**

**PROFESSIONAL SKILLS AND  
CAPACITY DEVELOPMENT**

**QUARTER 3 PROGRESS REPORT**

**DECEMBER 2022**

## Table of Contents

1. Purpose .....	4
2. Background .....	4
3. Professional Skills and Capacity Development TCC <a href="#">Quarter 3</a> Progress Report.....	5
3.1. Overview.....	5
3.2 Quarterly Progress.....	5
4. Conclusion and Way Forward .....	11

## **ACRONYMS**

<b>APP</b>	Annual Performance Plan
<b>CBE</b>	Council for the Built Environment
<b>CETA</b>	Construction Education and Training Authority
<b>COGTA</b>	Department of Cooperative Governance and Traditional Affairs
<b>DDM</b>	District Development Model
<b>DPWI</b>	Department of Public Works and Infrastructure
<b>MISA</b>	Municipal Infrastructure Support Agent
<b>MoU</b>	Memorandum of Understanding
<b>NSG</b>	National School of Government
<b>PSETA</b>	Public Service Sector Education and Training Authority
<b>PSCD</b>	Professional Skills and Capacity Development
<b>TCC</b>	Transformation Collaboration Committee
<b>ToR</b>	Terms of Reference
<b>WIL</b>	Work Integrated learning

## 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 3 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, Property Valuers, Project and Construction Management, and Quantity Surveying – and through memoranda of understanding these also include Town and Regional Planning, Land Surveying and Environmental Assessment Practitioners. 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 respectively.

In line with the above, the 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:

- ✓ Procurement, Policy, Legislation and Socio-Economic Development (PPLSED)
- ✓ Women Empowerment and Gender Equality (WEGE)
- ✓ Occupational Specific Dispensation (OSD)
- ✓ **Professions Skills and Capacity Development (PSCD)**
- ✓ Health, Safety, Public Protection and Universal Access (HSPPUA)

The PSCD TCC focuses on skills development initiatives and their implementation to increase the number of black professionals in the sector. The committee also looks into whether programmes intended to address the skills gap are aligned and integrated, and whether Government is deriving value for money from its investment into skills development programmes for the built environment. The committee also considers proposals for the acceleration of skills development programmes, including the possibility of establishing a single built environment skills fund. The committee also discusses how best to establish a national skills plan that leads to artisanship as a career- choice. The below section provides a status update on progress made thus far by the PSCD TCC in relation to Quarter 3 of the 2022/23 financial year.

### **3. Professional Skills and Capacity Development TCC Quarter 3 Progress Report**

#### **3.1. Overview**

There was no PSCD TCC meeting in this quarter, the next PSCD TCC meeting is scheduled for 8 February 2023. The PSCD TCC finalised its workplan as per the ad hoc workshop held in September 2022, for continuous reference and monitoring against the goals, objectives, tasks which encompasses four of the CBE's 2022/23 financial year targets.

#### **3.2 Quarterly Progress**

The section below provides an update on progress made by the PSCD TCC in Quarter 3 (October – December 2022) 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) were 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) Approved programmes established for BE professionals and candidates for implementation by the National School of Government (NSG) by 31 March 2023.
- d) One research report on the assessment of BE Candidacy Programmes within public sector institutions by 31 March 2023.
- e) Stakeholder Engagements.

### 3.1.1.1. Terms of Reference

The TOR for the PSCD TCC was finalised and submitted for recommendation of adoption by Council through the BEMC scheduled for 17 October 2022.

### 3.1.1.2. Standing Items

#### a) Throughput Study

The TCC 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 has been exploring 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

The CBE's unemployed BE graduates database is active with a total of 675 graduates in need of work integrated learning (WIL), candidacy and work placements. The database for placed and unplaced WIL students was established by 30 June 2022.

The following statistics were obtained from the database:

- i. There are 847 placed students; and 52 unplaced students
- ii. The gender demographic breakdown of placed students –

Male:	555
Female:	292

- iii. Race demographic breakdown –

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

### **3.1.1.3. Workplan**

The PSDC TCC workplan was endorsed and reported against on a quarterly basis.

### **3.1.1.4. 2022/23 Annual Performance Plan (APP) target**

#### **a) District municipalities supported through monitoring the implementation of the BE Structured Candidacy Programme**

The activities of the target were the following:

- i. Candidacy support engagement and presentation to the Dr Ruth Mompoti District Municipality on 17 October 2022
- ii. Candidacy support engagement and presentation to the Dr Kenneth Kaunda District Municipality on 19 October 2022
- iii. Candidacy support engagement and presentation to the Ugu District Municipality on 19 October 2022
- iv. Candidacy support engagement and presentation to the Ngaka Modiri Molema District Municipality on 28 October 2022
- v. Candidacy support engagement and presentation to the Sekhukhune District Municipality on 15 November 2022
- vi. Candidacy support engagement and presentation to the Amajuba District Municipality on 22 November 2022
- vii. Candidacy support engagement and presentation to the Pixley Ka Seme

- District Municipality on 24 November 2022
- viii. Candidacy support engagement and presentation to the Nkangala District Municipality on 28 November 2022
  - ix. Candidacy support engagement and presentation to the Amathole District Municipality on 29 November 2022
  - x. CBE/ Western Cape Department of Transport and Public Works collaboration engagement on Skills Development and Capacity Building on 27 October 2022
  - xi. Built Environment Candidacy Support engagement with Construction Education Training Authority on 01 November 2022
  - xii. Built Environment Candidacy and Careers support engagement with Gauteng Partnership Fund on 02 November 2022
  - xiii. Engagement with KwaZulu-Natal Cooperative Governance and Traditional Affairs on accessing KwaZulu-Natal District Municipalities on 08 November 2022
  - xiv. Engagement with the Garden Route District Municipality on guidance with the M&E checklist requirements and list of professionals/candidates in their district municipality on 10 November 2022
  - xv. Engineering Candidate Support engagement with Engineering Council of South Africa and Triviron on 24 November 2022
  - xvi. Introduced the CBE Structured Candidacy Support Programme to Limpopo Co-operative Governance, Human Settlements and Traditional Affairs on 30 November 2022
  - xvii. Candidacy support engagement and presentation to the Vhembe Municipal Infrastructure Grant on 8 December 2022

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

The activities of the target are as follows:

- i. Meeting with the Local Government Sector Education and Training Authority on 3 October 2022 on Funding WIL placements and Candidacy programmes. Memorandum of Understanding (MoU) pursued
- ii. Meeting held with uJobs Pty on WIL placements and monitoring of 37 Students on 12 October 2022. MoU considered
- iii. WIL Engagement with Tshwane University of Technology for possible



- collaborations with CBE held on 21 October 2022. MoU pursued
- iv. CBE/ Western Cape Department of Transport and Public Works collaboration engagement on Skills Development and Capacity Building on 27 October 2022
  - v. Students from Walter Sisulu University monitored in October 2022
  - vi. Engagement with Construction Education Training Authority on funding WIL students on 01 November 2022
  - vii. Engagement with Department of Public Works and Infrastructure on enhancing girl-child Built Environment career awareness campaign on 21 November 2022
  - viii. Engagement with Tshwane University of Technology Faculty of Engineering and the Built Environment on their Student Chapter launch on 25 November 2022
  - ix. Engagement with the University of Mpumalanga on 29 November 2022 to place WIL students for experiential learning on the University construction sites

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

The activities of the target were as follows:

- Engagement with the National School of Government (NSG) on Built Environment Ethics Course on 20 October 2022. The course is planned for customisation for the Built Environment by NSG. A Service Level Agreement to be pursued
- Engagement with NSG on Programme Development, Quality Assurance and Accreditation Management on 21 October 2022
- Engagement with NSG on Programme (Infrastructure Delivery and Procurement Management Course) Development, Quality Assurance and Accreditation Management on 30 November 2022

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

A presentation detailing the methodological approach, preliminary findings and limitations was made to the TCC. The following captures the challenges faced by candidates in the public sector and the resultant recommendations:

**4. HIGHLIGHTS / CHALLENGES**

- a) Built Environment (BE) Candidacy programmes across the public sector are not structured/standardised in terms of duration, remuneration or policy
- b) There is a lack of basic/soft skills for transition from university into the work environment
- c) Failure to submit an annual logbook; and insufficient technological skills among mentors and candidates
- d) Shortage of registered professionals in-house resulting in the shortage of mentors to guide candidates towards attaining professional registration
- e) Majority of public sector infrastructure projects are outsourced, thus limiting the exposure that public sector BE candidates require for professional registration
- f) Limited understanding of requirements for professional registration
- g) Some BE candidates and coordinators of candidacy programmes believe that affiliation with Voluntary Associations (VA) is equivalent to registration with BE professional councils, and that service is equivalent to competence
- h) Lack of funding to initiate and sustain BE candidacy programmes in the public sector
- i) The Occupation Specific Dispensation (OSD) Policy was singled out as a major contributor to challenges, especially the following:
  - ❖ OSD is not market-related – it limits career progression, and existing personnel remain candidates for more than 10 years as the salary is exorbitantly high
  - ❖ Affects retention policies due to restrictions
  - ❖ Lack of consistency in terms of candidacy duration, remuneration and framework

## **5. PRELIMINARY RECOMMENDATIONS**

- a) Develop a framework for BE candidacy programmes to ensure structure and uniformity
- b) Establish focal points dedicated to technical skills development, and to drive capacity-building initiatives across the public sector
- c) Review infrastructure delivery models to enhance the development and retention of BE skills across the public sector
- d) Create mechanisms that promote and enhance the movement and rotation of candidates in infrastructure projects across the public sector
- e) Source and pool financial resources required to massify and sustain BE candidacy programmes across the public sector
- f) Develop a uniform retention strategy for BE skills across the public sector
- g) Develop systems to monitor the progress and impact of BE candidacy programmes across the public sector
- h) Develop an integrated knowledge management system to register job seekers, and bursary opportunities for students, mentors and graduates seeking training opportunities
- i) A second draft report will be presented to the TCC in February 2023.

## **6. Conclusion and Way Forward**

There is a need to intensify efforts in creating visibility and awareness of the Skills Pipeline Strategy programmes viz.:

- Career awareness
- Maths and Science bursary support
- WIL support
- Candidacy and professional support

There is a need for greater collaboration between government and private sector; this is key to unlock the full potential of professional skills and capacity development programmes implemented by the CBE.

The CBE should identify critical partners and sign MoUs that will amplify focus, delivery and impact of the Skills Pipeline Strategy.