



# DRAFT STRATEGY FOR THE SACPCMP STUDENT CHAPTER

**SACPCMP**  
The South African Council for the Project and Construction Management Professions  
— CONSTRUCTING NEW PERSPECTIVES —



## **1. INTRODUCTION**

The South African Council for the Project and Construction Management Professions (SACPCMP) is a juristic person established by Section 2 of the Project and Construction Management Professions Act (Act No.48 of 2000).

In order to regulate the Construction Management, Construction Project Management as well as Construction Health and Safety Professionals to protect the public, the SACPCMP fulfils the statutory mandate by:-

- Registering professionals and maintaining a national register of professionals;
- Identifying the type and scope of work for the Project and Construction Management Professions;
- Determining registration criteria for professionals;
- Developing a Code of Conduct for registered professionals;
- Conducting accreditation programmes for Construction Management and Construction Project Management offered at tertiary educational institutions in consultation with SAQA and the Council on Higher Education (CHE)

The South African Council for the Project and Construction Management Professions (SACPCMP) is a statutory body established in terms of section (2) of the Project and Construction Management Act ,2000 (Act no 48 of 2000).

## **2. STUDENT CHAPTER MEMBERSHIP**

Student Chapter membership serves as a unique primary category of registration for all eligible students studying Construction Management, Construction Project Management and Construction Health and Safety at an accredited Institution of higher learning in South Africa.



Student Chapter category of membership is open to all students studying at an accredited Institution of higher learning offering Construction Management professions and serves as a skills pipeline for eligible graduates in the Construction Management professions to graduate towards Candidacy in their desire to attain professional registration.

A typical member of the Student Chapter will be a student studying either a National Diploma: Building or a Bachelors in Technology (Construction Management) degree at an accredited Institution of higher learning.

### **3. OBJECTIVES**

The objectives of the SACPCMP Student Chapter is:-

- To develop and retain a pipeline of skilled Construction Management leading towards Candidacy.
- To increase the pool of candidates in Construction Management professions registrable for professional registration
- To develop a pipeline of experienced capable Construction Management professionals
- To create a secondary pool of Construction Management corps through absorptions
- To facilitate an overall increase in the number of Construction Management graduates through amongst others facilitating Experiential Learning
- To facilitate the entry of more new students into the Construction Management professions through changing youth mind sets regarding the Construction Management professions.

The Student Chapter membership is accordingly recognised as a unique category of membership within the SACPCMP with the express intention to amongst others, respond to the needs of existing university students studying Construction Management professions.

The Student Chapter intends to intervene through amongst others, marketing the Construction Management, Construction Project Management (CPM) and Construction Health and Safety (CHS) as ideal professions of choice to pre-matriculants to create academic interests and ensure a steady pipeline of students gaining entry into the Construction Management professions.

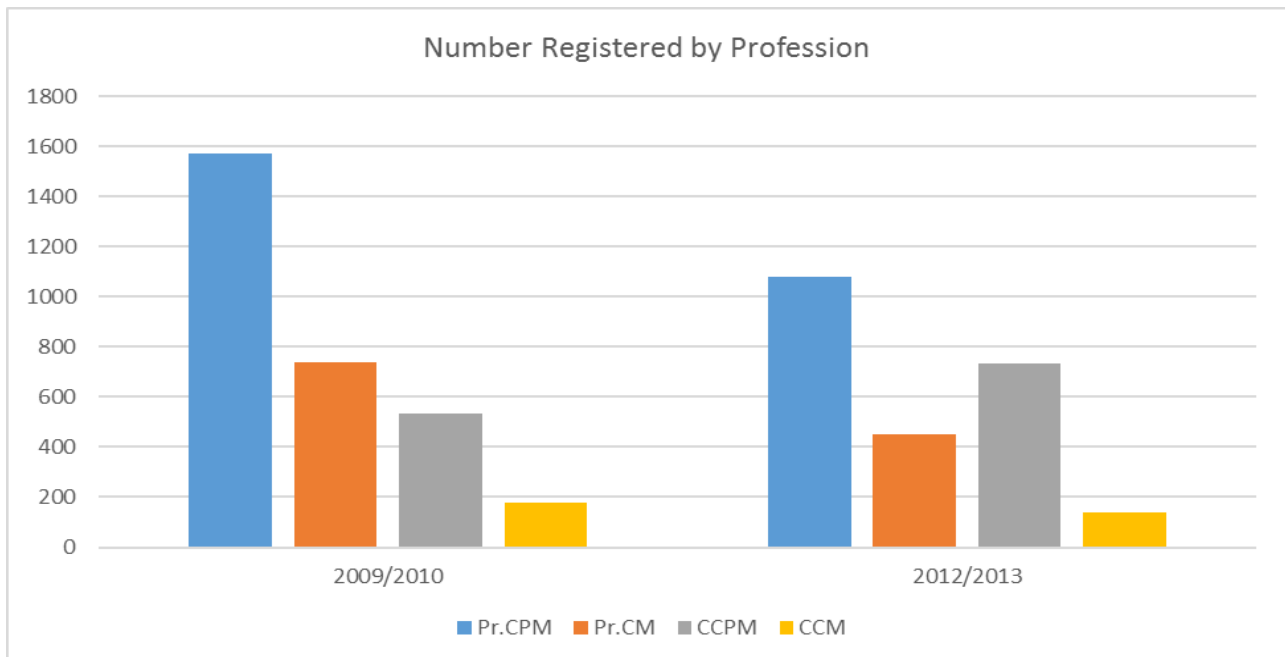


## 4. RATIONALE

### 4.1 Decline in the Construction Skills Pipeline

In line with the vision of the SACPCMP to develop and demonstrate “*World Class Performance in the Construction Project Management and Construction Management Professions*”, Council has identified that there is a decline in the pipeline of Construction Management/ Project Management graduates. The above-mentioned decline in the volume of Construction Management graduates leaving the higher education sector is evidenced by the analysis of registrations statistics of the CM and CPM professions conducted by the Council for the Built Environment (CBE, 2016).

According to the Council for the Built Environment (CBE, 2016), the overall registration statistics of Candidate Construction Managers (CCM); Candidate Construction Project Managers (CCPM) and Professional Construction Managers (Pr. CM) and Professional Construction Project Manager (Pr CPM) between 2009/2010 and 2012/2013 financial years have indicated a downward trend as depicted in Figure 1 below: -



#### **4.2 Poor Youth Perceptions of the Construction Management Professions**

According to the Construction Industry Development Board (CIDB, 2013), the construction and engineering skills supply pipeline is plagued by a number of systemic challenges which have impacted on the quality of graduate outputs.

The CIDB (2013) study further states that many first year university students do not regard the construction and engineering professions as a first career choice due to the poor image of the industry and the lack of attractiveness of the industry in recent years.

The study by CIDB (2013) also asserted that the physical stressors within the construction and built environment sectors (*physical demands, long hours, remote sites and the nomadic lifestyle*) mean that very few young people are likely to regard it as a first career of choice resulting in insufficient students being drawn into the skills pipeline.

There thus exists a poor perception of the Construction Management professions within the ranks of the youth which needs to be addressed.

#### **4.3 Migration of Undergraduate Construction Management Graduates Towards Post-Graduate Quantity Survey Studies**

Anecdotal trends flowing from the registration statistics of accredited Institutions alludes to the fact that a significant proportion of undergraduate graduates mostly tend to migrate towards Quantity Surveying as opposed to specialising in Construction Management in their postgraduate academic studies.

This implies that the Construction Management professions is gradually losing its pipeline of skills by default through academic diversion to Quantity Surveying at the Honours and Masters degree stages.

This indicates that there is a further need to encourage the students to follow specialised Honours and Masters level programmes to further encourage the continued studies by Construction Management graduates to doctoral level.

#### **4.4 Poor Avenues for Experiential Learning**

To fulfill the requirements of their National Diploma or B.Tech studies, students must complete at least one year (48 weeks) of applicable pre-graduation Experiential Learning (EL) to obtain workplace experience and graduate.

Based on the feedback from the respective Heads of Departments of accredited Institutions, workplace availability, stipend funding and workplace supervision for Experiential Learning is the single greatest inhibitor to the skills pipeline output within the Construction Management professions.

Whilst Experiential Learning remains the duty of accredited Institutions, the internal capacity of most institutions to timeously find the relevant experiential learning exposure for their students is not ideal, resulting in low graduation levels and even dropouts as students fail to find the relevant workplaces for experiential learning.

There has been several successful interventionary measures by accredited Institutions in their own right, however, there is clearly a need for a coordinated structured strategy aimed at fundraising, securing workplace supervision and stipend funding to facilitate easier Experiential Learning implementation to benefit Construction Management students.

From the above-mentioned, it becomes clear that further short-term, medium-term to long-term strategic interventions by the SACPCMP are needed,

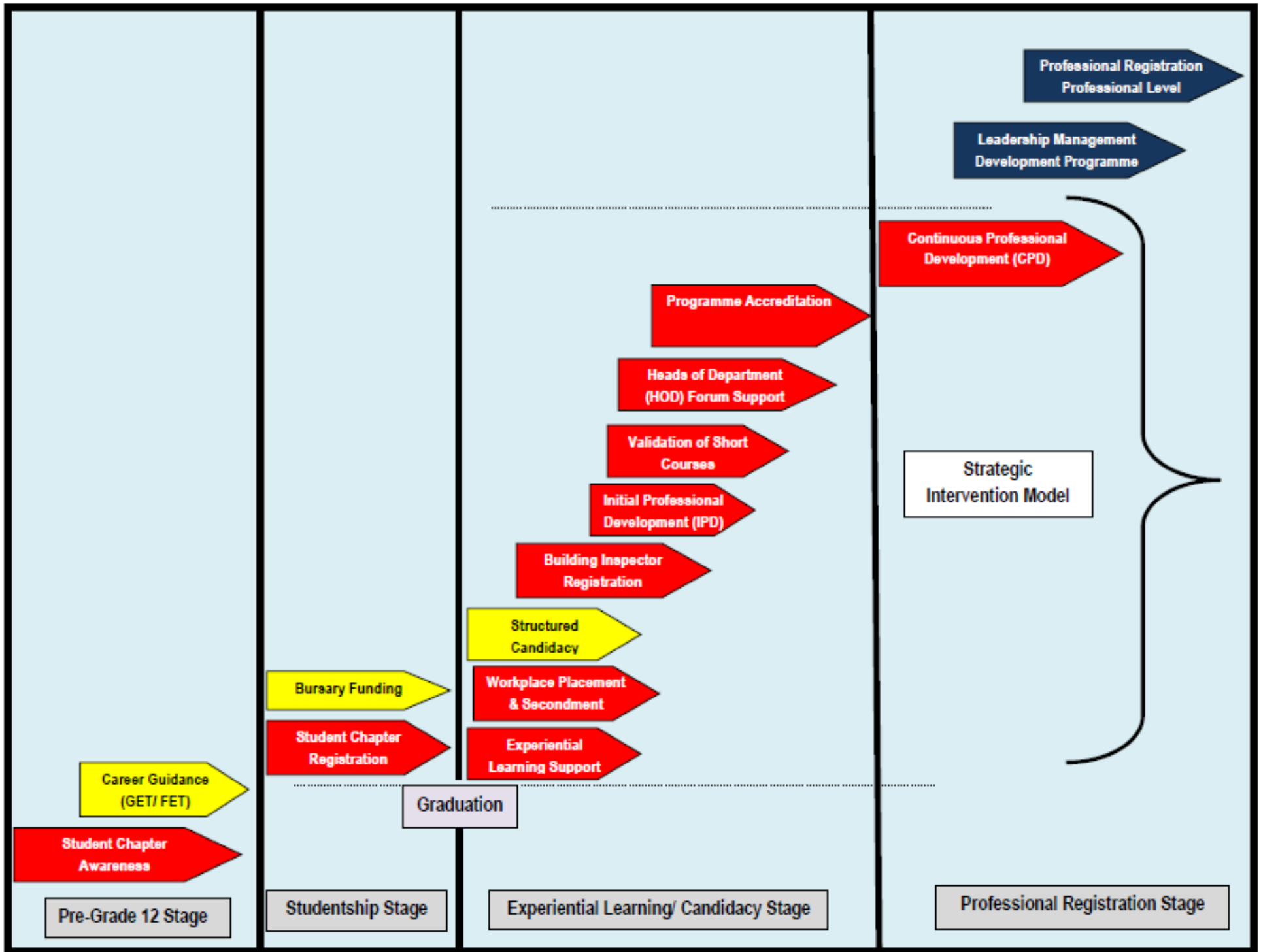
The Student Chapter category of membership will thus mainly serve as a critical link between existing students, registered persons and the Industry and also serve as a link between prospective students from higher primary / secondary schools and the profession through the changing of mindsets and promoting the Construction Management/ Project Management/ Construction Health & Safety professions.

In compliance with the resolutions taken at the Inaugural meeting of the Heads of Department (HOD) Forum in Auckland Park held on the 27<sup>th</sup> June 2016, where an urgent need was expressed by the respective Heads of Department for a coordinated strategy aimed at fundraising, securing workplaces, supervision and stipend funding to assist the Experiential Learning (EL) of Construction Management students from accredited Institutions, the SACPCMMP has already secured grant funding totalling **R.3.6 million** rands through the Services SETA to facilitate the Experiential Learning placement of Construction Management students from accredited Institutions.

## 5. REFERENCES

- 5.1 Council for the Built Environment. 2016. Draft Interim Report for the Baseline study on Transformation in the South African Built Environment Profession. Psych Research / CBE: Groenkloof: Council for the Built Environment
- 5.2 Construction Industry Development Board (CIDB). 2013. Skills for infrastructure delivery in South Africa: The challenge of Restoring the skills pipeline – A Discussion document. Online, Available: [www.cidb.org.za/documents/kc/cidb\\_publications/ind\\_reps\\_other/ind\\_reps\\_skills.pdf](http://www.cidb.org.za/documents/kc/cidb_publications/ind_reps_other/ind_reps_skills.pdf) ; Accessed 20th September 2016





STUDENT CHAPTER	
Registration Category	Strategy
<b>Target Market</b>	<p><b>Segment Identification:</b> Student Chapter is a category meant for students enrolled full/part time in an undergraduate/post graduate with a major in Building Science or Construction Management</p> <p><b><u>Geographic Segmentation</u></b></p> <p>Region: Nationwide (all provinces)</p> <p>Density: Urban, Suburban</p> <p><b>Demographics</b></p> <p>Age: Existing students from age 17 upwards. Prospective higher primary / high school learners from Grade 10 – 12 (Age: from Age 15 upwards)</p> <p><b>Gender: Male and Female</b></p> <p><b>Occupation:</b> Students studying National Diploma or B.degree in Construction Management and Building Science.(Young Professionals), learners in grade 10-12, companies and registered person</p> <p><b>Psychographics</b></p> <p><b>Education:</b> Universities and schools</p> <p><b>Race:</b> All races</p>

	<p><b>Perceptual Benefit:</b> Professional development</p> <p><b>Loyalty Status:</b> Not yet strong</p>
<p><b>Positioning Strategy</b></p>	<p>The Student Chapter will be positioned such that students from accredited Universities will be the primary beneficiaries whilst learners from secondary schools are the secondary beneficiaries.</p> <p>The benefits are that the students will enjoy access to membership of the Student Chapter which will entail access to the online Student Portal, industry information regarding the profession, Best Student of the Year Institutional and National Student of the Year Awards, institutional assistance with regards to Experiential Learning opportunities.</p> <p>Registered Student Chapter members will also benefit by accessing the SACPCMP registered Student Chapter database for bursaries, internships and learnership opportunities</p>
<p><b>STRATEGY ROLL OUT PLAN</b></p>	
<p><b>Increase Pipeline and Database of Registered Persons:</b></p>	<ol style="list-style-type: none"> <li>1 Encourage construction companies to support Student Chapter activities and also maintain SACPCMP presence in career events / expos by construction member companies</li> <li>2 Creating awareness of Construction Management professions to stakeholders through exhibitions and strategic partnerships aimed at advancing the Construction Management professions;</li> <li>3 Promote the Student Chapter to high schools and universities through Open Days, university events and build relationship with Heads of Departments of accredited universities to engage students especially during programme</li> </ol>

	<p>accreditation events at accredited institutions.</p> <p>4 Extend formal invitations &amp; targeted subsidies to students to SACPCMP events such as Conferences and Summits</p> <p>5 Convince students about the benefits of choosing Construction Project Management or Construction Management as a profession of choice and the long term benefits of being registered with Council</p> <p>6 Create a link between students and retired / registered persons by giving opportunity at mentorship beyond Student Chapter membership towards Candidacy and professional registration</p> <p>7 Create further academic interest in existing students through sponsoring <b>Best Student of the Year</b> Awards at each accredited Institution</p> <p>8 Assist Grade 8 - 10 learners to recognize the importance of studying Mathematics and Science for eligibility to study Construction Management professions.</p> <p>9 Address Youth Perceptions regarding the Construction Management professions</p> <p>10 Encourage member companies and Voluntary Associations to support the activities of the Student Chapter</p>
--	---

	<p>11 Encourage accredited private service providers and Voluntary Associations to provide additional once off subsidized training at minimal cost to Student Chapter members annually as a commitment to develop the Construction Management professions.</p>
<p><b>Build Relationships with Stakeholders</b></p>	<ol style="list-style-type: none"> <li>1. Facilitate ongoing contact to build relationships between Student Chapter members and registered persons to create loyalty and ensure that more registered persons assist students and gain CPD points.</li> <li>2. Maintain student communication with industry updates for students to gain knowledge and understanding of the industry</li> <li>3. Start a dedicated digital magazine for student members accessible to Student Chapter members</li> <li>4. Maintain social media communication with students via Twitter/ Facebook as a communication tool to advertise events and keep students updated</li> <li>5. Re-Establish student-led Student Chapter Representative Committees at each accredited Institution.</li> </ol>
<p><b>Create a Networking Platform</b></p>	<ol style="list-style-type: none"> <li>1. Facilitate Networking events between Student Chapter members and registered persons through Workshops, Conferences and dedicated events with Experts in the Construction Management profession</li> </ol>

**Engagement Strategy**

The Student Chapter will commence with an aggressive strategy of marketing and engagement of existing Construction Management students at the respective accredited Institutions of higher learning during the planned Programme Accreditation dates with the assistance of an external service provider to extend the reach and efficiency of the engagement activities.

Additional engagements with Student Chapter members will take place through: -

- E-mail Marketing (Including Bulk):
- Digital Online Publication
- Mainstream media releases and newspaper articles.
- Conferences/ Network Contact Sessions
- Exhibitions
- Institutional Conferences with Registered Professionals
- Social Media
- Registration through the Student Portal

**OPERATIONAL ACTION PLAN: PLANNED STUDENT CHAPTER ACTIVITIES: 2017**

GAUTENG		
A. University of Pretoria(UP)	<b>Membership Engagement with Registered Students &amp; Establishment of Representatives Committees</b>	24 -26 April 2017
B. Tshwane University of Technology	<b>Membership Engagement with Registered Students &amp; Establishment of Representatives Committees</b>	8 -10 May 2017
C. University of Johannesburg	<b>Membership Engagement with Registered Students &amp; Establishment of Representatives Committees</b>	15 -17 May 2017
D. University of Witwatersrand (WITS)	<b>Membership Engagement with Registered Students &amp; Establishment of Representatives Committees</b>	22 - 24 May 2017
FREE-STATE		
E. University of Free-State	<b>Membership Engagement with Registered Students &amp; Establishment of Representatives Committees</b>	29 - 31 May 2017
F. Central University of Technology	<b>Membership Engagement with Registered Students &amp; Establishment of Representatives Committees</b>	5 – 7 June 2017
EASTERN CAPE		
G. Walter Sisulu University of Technology ( <b>East London</b> )	<b>Membership Engagement with Registered Students &amp; Establishment of Representatives Committees</b>	11 - 13 June 2017

H. G. Walter Sisulu University of Technology ( <b>Butterworth</b> )	<b>Membership Engagement with Registered Students &amp; Establishment of Representatives Committees</b>	13 - 15 June 2017
I. Nelson Mandela Metropolitan University( <b>NMMU</b> ) <b>CM</b>	<b>Membership Engagement with Registered Students &amp; Establishment of Representatives Committees</b>	25 – 27 June 2017
J. Nelson Mandela Metropolitan University( <b>NMMU</b> ) <b>BHSD</b>	<b>Membership Engagement with Registered Students &amp; Establishment of Representatives Committees</b>	28 – 30 June 2017
<b>WESTERN CAPE</b>		
K. University of Cape Town	<b>Membership Engagement with Registered Students &amp; Establishment of Representatives Committees</b>	2 – 4 July 2017
L. Cape Peninsula University of Technology	<b>Membership Engagement with Registered Students &amp; Establishment of Representatives Committees</b>	5 - 7 July 2017
<b>KWA-ZULU NATAL</b>		
M. Mangosuthu University of Technology	<b>Membership Engagement with Registered Students &amp; Establishment of Representatives Committees</b>	16 - 18 July 2017
N. Durban University of Technology	<b>Membership Engagement with Registered Students &amp; Establishment of Representatives Committees</b>	19 - 21 July 2017