

## RULES FOR THE RECOGNITION OF PRIOR LEARNING

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## LIST OF ABBREVIATIONS

<b>CPD</b>	Continuing Professional Development
<b>IPDM</b>	Initial Professional Development Module
<b>SACPCMP</b>	South African Council for the Project and Construction Management Professions
<b>ETQA</b>	Education and Training Quality Assurance Body
<b>RP</b>	Registered Person
<b>RPL</b>	Recognition of Prior Learning
<b>NQF</b>	National Qualifications Framework
<b>SAQA</b>	South African Qualification Authority
<b>SETA</b>	Sector Education and Training Authority

## LIST OF DEFINITIONS

<b>Act, the</b>	The Project and Construction Management Profession Act 48 of 2000, which includes any notice, order or rule issued or made under
<b>Active</b>	Active with regards to applications means an application which is recognised by the SACPCMP administration as being valid and is currently being used and processed.
<b>Annual fees</b>	Fees prescribed by the Council that are payable annually by registered persons to renew their registration.
<b>Appeal</b>	Refers to an application for reversal or review of a Council decision
<b>Cancellation/deregistration</b>	Refers to the cancellation of the registration of a registered person and the removal of such a person from the register.
<b>Competence</b>	This refers to the application of knowledge, skills and values in a specific context to a defined standard of performance. This is measured against the relevant SACPCMP Competency Framework for a specific registration category.
<b>Council, the</b>	South African Council for the Project and Construction Management Professions established by section 2 of the Project and Construction Management Professions Act 48 of 2000
<b>Malpractice</b>	includes maladministration and non-compliance and means any action (or inaction) that could compromise the integrity of the

	assessments for the purpose of registration and the registered designations.
<b>Professional</b>	Means a person who is registered in terms of section 19(2)(a) of the Act
<b>Registration</b>	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 national register.
<b>Registered Person</b>	A person registered under one of the categories referred to in Section 18 of the Project and Construction Management Professions Act 48 of 2000
<b>RPL Candidate</b>	An RPL candidate is someone whose application has passed the eligibility test and is being processed for the purpose of RPL.
<b>Recognised Qualification</b>	This refers to a qualification that has been formally acknowledged by the SACPCMP as a valid educational qualification for the purpose of registration. These qualifications must be accredited with the relevant Education and Training Quality Assurance Body and registered on the NQF

## 1. INTRODUCTION

The South African council for the Project and Construction Management Professions (SACPCMP) hereby prescribes the Recognition of Prior Learning (RPL) of Project and Construction Management categories of registration as well as specified categories in terms of section 19 of the Project and Construction Management Professions Act, Act No. 48 of 2000 (the Act). The RPL rules described in this document apply to all the registration categories of the SACPCMP. These rules are prescribed in accordance with the SACPCMP RPL Policy. This document provides the requirements with which an individual must comply in order to attain RPL with the SACPCMP.

Those who successfully gain RPL following the RPL process and wish to register with the SACPCMP will be required to follow the prescribed registration process, and subject themselves to the competency requirements set for the relevant registration category. This is outlined in the SACPCMP Registration Policy and Rules for Registration.

In order to gain recognition of prior learning in any of the registration categories mandated by the SACPCMP criteria, set out herein must be met in full and to the satisfaction of the SACPCMP. The SACPCMP has as its objective, the regulation of the professions under its ambit, thereby ensuring their progressive development.

## 2. APPLICABLE LEGISLATION AND/OR POLICIES

- 2.1.** The South African Council for the Project and Construction Management Professions (SACPCMP) is empowered by section 36 of the Project and Construction Management Profession Act 48 of 2000 (the Act) to make rules

with regard to any matter that is required or permitted to be prescribed in terms of the Act and any other matter for the better execution of the Act or in relation to any power granted or duty imposed by the Act.

- 2.2. The powers given to the SACPCMP concerning recognition of prior learning are outlined in Sections 19(4) of the Act.
- 2.3. The PRL process of the SACPCMP is governed by its RPL Policy and thus these Rules for RPL are premised on the prescripts of that policy.
- 2.4. In the implementation of these rules the SACPCMP, 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, applies the principles of the Promotion of Administrative Justice Act, Act 3 of 2000.

### **3. REGISTRATION CATEGORIES**

For the purposes of RPL the registration categories under consideration for access are:

#### **3.1. Professionals**

- a) Professional Construction Project Manager (PrCPM)
- b) Professional Construction Manager (PrCM)

#### **3.2. Specified Categories**

- a) Professional Construction Mentor (PrCMentor)
- b) Construction Mentor (CMentor)
- c) Professional Construction Health and Safety Agent (PrCHSA)
- d) Construction Health and Safety Officer (CHSO)
- e) Construction Health and Safety Manager (CHSM)
- f) Professional Building Inspector (PrBInsp)
- g) Certified Building Inspector (CBInsp)

### **4. REQUIREMENTS FOR RECOGNITION OF PRIOR LEARNING**

#### **4.1. Purpose of RPL**

- 4.1.1. Recognition of Prior Learning is conducted under the following contexts:

- (1) identifying, assessing and recognising what a person knows and can do against national standards and qualifications.
- (2) the awarding of credits for competencies that are current and in terms of the requirements of national unit standards and qualifications whose programmes are so accredited by the SACPCMP.

4.1.2. “Learning” for purposes of recognition thereof:

- (1) It is acknowledged that learning can take place through formal, informal and non-formal means and in formal, informal and non-formal settings. It includes various disciplines of learning, but is not limited to:
  - i. formal education and training programmes;
  - ii. formal and informal on the job education and training;
  - iii. self-study; and/or
  - iv. experience and in-house education and training.

4.1.3. Recognition of Prior Learning includes, but is not limited to:

- (1) an overview of what an applicant knows and can do;
- (2) recognition for the skills and knowledge an applicant has;
- (3) an applicant receiving credit for a certain level of education and training;

## 4.2. Application for RPL

In order to register for RPL in a specific category of registration, an individual must:

- 4.2.1. Apply using the prescribed application form which is digitally available on one of the SACPCMP’s online RPL Portals under one of the following registration streams:
  - a) Project and Construction Management (myPCM)
  - b) Construction Health and Safety (myCHS)
  - c) Building Inspector (myBI)

- 4.2.2. An applicant must with their application submit the relevant supporting documentation before payment is made.
- 4.2.3. Once the application fee is paid and allocated to the applicant's account the application will be considered active.
- 4.2.4. Submitted applications will undergo a verification process to check for completeness and authenticity of supporting documents within 14 working days after receipt of the completed application.
- 4.2.5. Applicants will have 14 workings days in which to remediate any shortcomings with their application. If an applicant does not remediate their application or respond to requests to do so within the stipulated period, their application will be closed, and they will be required to reapply if they still wish to pursue registration with the Council.
- 4.2.6. Application fees on closed applications are non-refundable.
- 4.2.7. Verified and authenticated applications will be sent for assessment by and SACPCMP appointed RPL assessor. This assessment will determine whether the applicant is eligible for RPL.

### **4.3. Supporting Documents for application submissions**

- 4.3.1. All applicants are required by the Council to complete an online application and submit the following documents for consideration for RPL:
  - a) Certified copies of Identification Document
  - b) Certified copies of qualification certificates and professional registrations (where applicable)
  - c) SAQA Evaluation (*in the case of international qualifications*)
  - d) Curriculum Vitae in the prescribed template (Annexure C)

#### 4.4. RPL Criteria

The SACPCMP Registration Policy indicates that there are two routes to registration, the Educational Route and the Recognition of Prior Learning Route. These rules cover the RPL route.

##### 4.4.1. RPL Entry Criteria

###### (1) Project and Construction Management

- i. An RPL applicant who wishes to apply for registration as a Professional Construction Project Manager (PrCPM) must meet the following criteria for RPL:

No.	Requirement	Description	Status
a)	<b>Educational equivalence</b>	Qualifications against which RPL assessment will be conducted	<ul style="list-style-type: none"> <li>• BSc Hons Construction Management NQF Level 8</li> <li>• Advanced Diploma in Construction Management NQF Level 8</li> <li>• Post-graduate Diploma in Construction Management (NQF Level 8)</li> <li>• Bachelors of the Built Environment Honours in Construction Studies (NQF Level 8)</li> <li>• BSc Hons in Construction Project Management (NQF Level 8)</li> </ul>
b)	<b>Years of experience requirement</b>	Minimum of eight (8) years relevant practical experience	

- ii. An applicant who wishes to apply for registration as a Professional Construction Manager (PrCM) must meet the following criteria for RPL:

No.	Requirement	Description	Status
a)	<b>Educational equivalence</b>	Qualifications against which RPL assessment will be conducted	<ul style="list-style-type: none"> <li>• BSc Construction Management NQF Level 7</li> <li>• Advanced Diploma in Construction Management NQF Level 7</li> <li>• Bachelor of Construction Management (NQF Level 7)</li> <li>• Bachelors of the Built Environment in Construction Studies (NQF Level 7)</li> <li>• Advanced Diploma Construction Management (NQF Level 7)</li> </ul>
b)	<b>Years of experience requirement</b>	Minimum of seven (7) years relevant practical experience	

- iii. An RPL applicant who wishes to apply for registration as a Professional Construction Mentor (PrCMentor) must meet the following criteria for RPL:

No.	Requirement	Description	Status
a)	<b>Educational equivalence</b>	Qualifications against which RPL assessment will be conducted	<ul style="list-style-type: none"> <li>• BSc Hons Construction Management NQF Level 8</li> <li>• Advanced Diploma in Construction Management NQF Level 8</li> <li>• Post-graduate Diploma in Construction Management (NQF Level 8)</li> <li>• Bachelors of the Built Environment Honours in Construction Studies (NQF Level 8)</li> <li>• BSc Hons in Construction Project Management (NQF Level 8)</li> </ul>
b)	<b>Years of experience requirement</b>	Minimum of eight (14) years relevant practical experience	

- iv. An applicant who wishes to apply for registration as a Construction Mentor (CMentor) must meet the following criteria for RPL:

No.	Requirement	Description	Status
a)	<b>Educational equivalence</b>	Qualifications against which RPL assessment will be conducted	<ul style="list-style-type: none"> <li>• BSc in Construction (NQF Level 6)</li> <li>• Diploma in the Built Environment in Construction Studies (NQF Level 6)</li> <li>• Diploma in Construction (NQF Level 6)</li> <li>• Diploma Building (NQF Level 6)</li> <li>• Diploma in Building Technology (NQF Level 6)</li> </ul>
b)	<b>Years of experience requirement</b>	Minimum of seven (13) years relevant practical experience	

(2) Construction Health and Safety

- i. An RPL applicant who wishes to apply for registration as a Professional Construction Health and Safety Agent (PrCHSA) must meet the following criteria for RPL:

No.	Requirement	Description	Status
a)	<b>Educational equivalence</b>	Qualifications against which RPL assessment will be conducted	<ul style="list-style-type: none"> <li>• Post Graduate Diploma in Construction Health and Safety Management (NQF Level 8)</li> <li>• BSc (Hons) Construction Health and Safety (NQF Level 8)</li> </ul>
b)	<b>Years of experience requirement</b>	Minimum of eight (8) years relevant practical experience	

- ii. An RPL applicant who wishes to apply for registration as a Construction Health and Safety Manager (CHSM) must meet the following criteria for RPL:

No.	Requirement	Description	Status
a)	<b>Educational equivalence</b>	Qualifications against which RPL assessment will be conducted	<ul style="list-style-type: none"> <li>• Bachelor of Construction in Health and Safety (NQF Level 7)</li> <li>• Advanced Diploma in Construction Health and Safety (NQF Level 7)</li> </ul>

No.	Requirement	Description	Status
b)	<b>Years of experience requirement</b>	Minimum of seven (7) years relevant practical experience	

- iii. An RPL applicant who wishes to apply for registration as a Construction Health and Safety Officer (CHSO) must meet the following criteria for RPL:

No.	Requirement	Description	Status
a)	<b>Educational equivalence</b>	Qualifications against which RPL assessment will be conducted	<ul style="list-style-type: none"> <li>Occupational Certificate: Safety, Health and Quality Practitioner (Occupational Health and Safety Practitioner)</li> </ul>
b)	<b>Years of experience requirement</b>	Minimum of six (6) years relevant practical experience	

(3) Building Inspector

- i. An RPL applicant who wishes to apply for registration as a Professional Building Inspector (PrBInsp) must meet the following criteria for RPL:

No.	Requirement	Description	Status
a)	<b>Educational equivalence</b>	Qualifications against which RPL assessment will be conducted	<ul style="list-style-type: none"> <li>BSc Hons Construction Management NQF Level 8</li> <li>Advanced Diploma in Construction Management NQF Level 8</li> <li>Post-graduate Diploma in Construction Management (NQF Level 8)</li> <li>Bachelors of the Built Environment Honours in Construction Studies (NQF Level 8)</li> </ul>
b)	<b>Years of experience requirement</b>	Minimum of eight (8) years relevant practical experience	

- ii. An RPL applicant who wishes to apply for registration as a Certified Building Inspector (BInsp) must meet the following criteria for RPL:

No.	Requirement	Description	Status
a)	<b>Educational equivalence</b>	Qualifications against which RPL assessment will be conducted	<ul style="list-style-type: none"> <li>• BSc Construction Management NQF Level 7</li> <li>• Advanced Diploma in Construction Management NQF Level 7</li> <li>• Bachelor of Construction Management (NQF Level 7)</li> <li>• Bachelors of the Built Environment in Construction Studies (NQF Level 7)</li> <li>• Advanced Diploma Construction Management (NQF Level 7)</li> </ul>
b)	<b>Years of experience requirement</b>	Minimum of eight (7) years relevant practical experience	

#### 4.4.2. Criteria for Portfolio of evidence (POE)

- (1) The purpose of the RPL Portfolio of Evidence (POE) is to allow an RPL Candidate to show a balance of knowledge, practical skills and workplace application against core knowledge areas for a specific registration category.
- (2) The evidence provided in the POE must be against exit level outcomes (as outlined in Annexure D) for a specific qualification recognised for a specific registration category for which the RPL Candidate wishes to apply.
  - i. Evidence provided in the POE should be verified and confirmed.
  - ii. Examples of evidence in the POE may include, but is not limited to:
    - a. Workplace and/or project-based experience and documentation related thereto
    - b. Self-study materials
    - c. Non-accredited short courses and learning programmes certificates
    - d. On-the-job training attendance registers or certificates
    - e. Skills transfer workshops and/or sessions records
    - f. Developmental meetings or sessions minutes/records

- g. Formal mentorship agreements and logbooks
- h. Informal mentorship correspondences and/or records

(3) The POE must be completed in the prescribed template (Annexure E).

#### **4.5. Recognition of formal education and training**

4.5.1. Recognition of educational qualifications will be done in accordance with the SACPCMP's Criteria and Process for the Recognition of Educational Qualifications.

4.5.2. Non-SACPCMP recognised qualifications will be subjected to an Educational Qualification evaluation. This is conducted to determine equivalence to an SACPCMP accredited or recognised qualification for a specific registration category.

4.5.3. In order for the SACPCMP to recognise any educational qualification for the purpose of RPL, which has been obtained in the Republic of South Africa it must be:

- (1) a full or part qualification or unit standard.
- (2) Registered on the NQF
- (3) Obtained from an accredited educational institution, this means that:
  - i. It is accredited by the Council for Higher Education (CHE) if it is an academic qualification.
  - ii. It is accredited by the Quality Council for Trades and Occupation (QCTO) if it is an occupational qualification.
- (4) With regards to a foreign qualification, evaluated by SAQA and evaluation certificate has been obtained.

4.5.4. In order for the SACPCMP to recognise short-courses or training towards the achievement of unit standards they should be accredited by the relevant SETA.

## 4.6. Preparation of RPL candidates

4.6.1. The RPL Candidate is required to undergo preparation prior to the RPL assessment taking place. This takes place during an assessment preparation workshop.

(1) At the pre-assessment workshop the following is discussed:

- i. candidate's rights in respect of the RPL process
- ii. explanation of the qualification or standard relevant to the category of registration, including the assessment criteria
- iii. most appropriate methods to be used for collection of evidence requirements for evidence submissions
- iv. special needs of candidate (where applicable)
- v. support mechanisms available to the candidate
- vi. logistical arrangements including assessment booking process
- vii. process of assessment and re-assessment if relevant
- viii. appeals procedure
- ix. feedback timeframes
- x. certification

## 4.7. Assessments for the Purpose of RPL

4.7.1. The Council's assessment processes are governed by the *Criteria and Process for the Assessment of Competency for the Purpose of Registration*. As such, the SACPCMP takes a zero-tolerance approach to any breaches in assessment standards and practices including Malpractice. Thus, if anyone is found guilty of Malpractice, they may face penalties as described in the *Criteria and Process for the Assessment of Competency for the Purpose of Registration*.

The following assessments are undertaken for RPL:

### 4.7.2. Phase 1 RPL Eligibility assessment

- (1) Completed applications will be forwarded to SACPCMP approved assessors to undertake an eligibility assessment following the

completion of the internal pre-assessment conducted by the Council administrators.

- (2) An assessment outcome may result in one or a combination of the following, which will be directly communicated to the applicant:
  - i. Proceed to the relevant RPL Assessment:
    - a. Educational evaluation
    - b. Portfolio of Evidence
  - ii. Non-approval

#### **4.7.3. Phase 2 Meta Assessment**

##### **(1) RPL candidates with formal education**

- i. RPL candidates with qualifications and/or certificates that are not recognised by the SACPCMP for registration may submit these towards the fulfilment of the RPL assessment criteria.
- ii. The qualification will undergo an educational qualification evaluation assessment.
- iii. The RPL Candidate will be required to pay an Educational Qualification Evaluation fee.
- iv. Upon completion of the educational qualification evaluation assessment, a statement of educational achievement will be issued to the RPL candidate stating the criteria that have been satisfied towards the required knowledge areas and exit level outcomes for a registration category.
- v. Where gaps are identified the RPL candidate will be required to complete a Portfolio of Evidence (POE) towards the absent exit level outcomes not covered in the educational evaluation outcome.
- vi. The RPL candidate will be required to pay a POE assessment fee.
- vii. Once the POE assessment fee is paid and allocated to the RPL Candidate's account, the POE will be assessed by and

RPL assessor who will determine whether the RPL candidate may proceed to the Oral assessment.

(2) RPL candidates with no formal education

- i. the RPL candidate will be required to complete a Portfolio of Evidence (POE).
- ii. The POE will be assessed by and RPL assessor who will determine whether the RPL candidate may proceed to the Oral assessment.
- iii. The RPL candidate will be required to pay a POE assessment fee.
- iv. Once the POE assessment fee is paid and allocated to the RPL Candidate's account, the POE will be assessed by and RPL assessor who will determine whether the RPL candidate may proceed to the Oral assessment.

(3) Oral Assessment

The purpose of the oral assessment is to assess the RPL Candidate's competency against specific exit level outcomes of qualifications recognised for registration for the registration category in which they wish to register.

A. Oral Assessment Preparation:

- i. Bookings for oral assessment dates are opened on the SACPCMP portal.
- ii. RPL candidate must book and pay to secure a date and time made available by the Council.
- iii. The date of the oral assessment is set.
- iv. The RPL Candidate is informed of the confirmed date and time of the oral assessment at least five (5) working days in advance by the Council.
- v. A panel of at least two (2) members is constituted for the oral assessment.

- vi. The oral assessment panel to receive the dossier which includes the Educational Evaluation Assessment, POE and POE Assessment and supporting documents of the RPL candidate at least one week in advance.
- vii. Oral assessments should take approximately between one to two hours, but this does not preclude this time being more-or-less as circumstances may dictate.

B. Oral Assessment Process:

- i. All RPL candidates are required prior to their oral assessment to sign a consent form for the recording of their oral assessment and to provide their ID/Passport for purposes of their verification.
- ii. The RPL Candidate must have their POE with them in the oral assessment as it will form the basis for the oral assessment.
- iii. The Oral Assessment Panel members must declare any conflict of interest for each oral assessment by completing the relevant form which must be submitted with their score sheet. If a conflict of interest is established that oral assessment panel member must recuse themselves.
- iv. The Oral Assessment Panel members will introduce themselves to the RPL Candidate. One panel member will provide brief introductory remarks regarding the format of the oral assessment.
- v. The Oral Assessment Panel confirms whether the RPL Candidate is comfortable and ready to proceed with the oral assessment.
- vi. The oral assessment is conducted in terms of an oral assessment guide which will be based on knowledge against specific exit level outcomes of qualifications recognised for registration for the registration category in which the RPL Candidate wishes to register.

- vii. At the end of the oral assessment, the RPL Candidate will be asked if they believed whether they had a fair and objective oral assessment.

C. Assessment Criteria:

- i. During the oral assessment the RPL Candidate will be assessed against the relevant exit level outcomes of the qualification for the category of registration for which they wish to apply.
- ii. The oral assessment panel will be utilising the relevant oral assessment guide during the scoring of the RPL Candidate.

D. Oral Assessment Panel Decision:

- i. Each RPL Candidate will be independently scored by each panel member against the stipulated criteria. Each RPL Candidate will be assessed to determine their compliance with the SACPCMP criteria for RPL, with recommendations made accordingly.
- ii. After the conclusion of the oral assessment, the scores from each panel member will be aggregated to arrive at a decision.

E. Assessment outcomes

- i. The RPL Candidate will be notified of the decision of the Oral Assessment Panel within 14 working days following the oral assessment.
- ii. The RPL Candidate must be advised of the right to appeal should he/she feel that the fair assessment principles were not adhered to.
- iii. The possible outcome of the RPL meta-assessment is one of the following:
  - a) Pass – only a score of 60% and above will be considered as successful.

- b) Provisional approval and remediation.
  - c) Non-approval.
- iv. Should any remediation be required, the RPL candidate must complete such remediation within the specified time frames and the relevant evidence submitted.
  - v. Should no further remediation be required, the RPL candidate has been successfully RPL'd against a qualification.
  - vi. A successful RPL candidate will receive an RPL certificate which may be utilised for professional registration in lieu of a qualification.
- (4) Remediation of assessment gaps
- i. If an RPL Candidate failed, the oral assessment they are informed of the area(s) in which they have limitations and are advised to remediate in the particular area(s) for the period as prescribed in the oral assessment outcome letter before re-applying to attend the oral assessment.
  - ii. If the RPL Candidate would like to re-apply to attend the oral assessment after failing, they may do so after a minimum of six (6) months and a maximum of eight (8) months. RPL Candidates will only have three (3) attempts at passing the oral assessment. This means that RPL candidates will only be permitted to re-apply to attend the oral assessment three (3) times after which if they do not pass they will be required to resubmit a RPL application.
  - iii. If the RPL candidate does not satisfy all the criteria of the assessment up to a maximum of 10%, they may be recommended to undertake Initial Professional Development Modules (IPDM) as listed in Annexure B in support of the relevant core knowledge areas related to the gaps identified in the assessment.

- iv. The relevant fees payable for the IPDM will be gazetted annually.
- v. RPL candidates who are required to undertake IPDM will be required to produce a certificate of competence following the completion of the relevant IPDM in order to proceed to the professional registration process.
- vi. The IPDM must be completed within twelve (12) months of the assessment outcome. Failure to comply within this period may result in the application being cancelled. The RPL candidate will be required to reapply if they still wish to pursue RPL with the Council.

#### **4.7. Fees for RPL**

4.7.4. The fees applicable to the RPL process are gazetted annually and are payable as follows:

- (1) Application fee (which includes the eligibility assessment fee)
- (2) Phase 2 RPL assessment fees where applicable:
  - i. Educational evaluation fee
  - ii. POE assessment fee
  - iii. Oral assessment fee
- (3) RPL certification fee

### **5. APPEALS**

5.7. According to Section 24 of the Act, if an applicant is of the opinion that the SACPCMP in its refusal to register him or her, or to cancel his or her registration did not comply with section 33 of the Constitution, that applicant may appeal to the Council against that decision.

5.8. To appeal the aggrieved applicant must:

5.8.4. make payment of the prescribed fees and

5.8.5. lodge the appeal within 30 days from the date on which the refusal came to their knowledge,

5.9. Appeals are governed by the SACPCMP's Appeal Policy.

Approved Draft

## ANNEXURE A

### CORE KNOWLEDGE REQUIREMENTS FOR EDUCATIONAL QUALIFICATIONS

#### A. Project and Construction Management

1.	Communication Management and Team Building
2.	Programming and Scheduling
3.	Procurement and Tendering
4.	Contracts and Project Administration
5.	Risk Management
6.	Quality Management
7.	Feasibility Analysis, Project Cost Control and Appraisal (only applicable for PrCPM applicants)
8.	Stakeholder, Integration and Communication Management
9.	Construction Health and Safety Management
10.	Conflict/ Dispute Resolution and Management
11.	Cost Management
12.	Sustainable Construction and Management
13.	Site Management
14.	Construction Technology, Innovation and Data Management

#### B. Construction Health and Safety

1.	Health and Safety Legislative Framework
2.	Health and Safety Management
3.	Health and Safety Management systems
4.	Health and Safety Performance (audit and reviews)
5.	Health and Safety Hazards Identification
6.	Health and Safety Risk Management
7.	People and Health and Safety Culture
8.	Health and Safety Standards
9.	Innovation and Technology in Health and Safety
10.	Health and Safety Procurement Management
11.	Health and Safety Cost Management
12.	Health and Safety Accident and Incident Investigation
13.	Health, Hygiene and Environmental Management
14.	Health and Safety Communication Management
15.	Emergency Preparedness Management
16.	Construction/Building Technology

#### C. Building Inspectorate

1.	National building regulation
2.	Quality Management
3.	Sustainable Construction and Management
4.	Construction Technology, Innovation and Data Management
5.	Building regulations
6.	National Building Codes
7.	Municipal Bi-laws
8.	Audit processes (Onsite verification and inspection)
9.	Stakeholder, Integration and Communication Management
10.	Health and Safety Standards

## ANNEXURE B

### INITIAL PROFESSIONAL DEVELOPMENT MODULES (IPDM)

#### A. COMPULSORY MODULE FOR ALL REGISTRATION CATEGORIES:

Professional Practice and Ethics in Construction
Mentorship in Professional Practice

#### B. INITIAL PROFESSIONAL DEVELOPMENT MODULES (IPDM) PER CATEGORY:

##### i. Professional Construction Project Manager

##### Project Management Institute's Construction Professional in Built Environment Projects (PMI – CP)

	Modules
1	Built Environment Project Communication Pro
2	Scope and Change Order Management in the Built Environment
3	Interface Management in the Built Environment
4	Built Environment Technology and Innovation Pro
5	Built Environment Performance and Materials Management Pro
6	Contract and Risk Management in the Built Environment
7	Execution Planning in the Built Environment
8	PMI-CP Certification Exam

##### ii. Professional Construction Manager

##### Project Management Institute's Construction Professional in Built Environment Projects (PMI – CP)

	Modules
1	Built Environment Project Communication Pro
2	Scope and Change Order Management in the Built Environment
3	Interface Management in the Built Environment
4	Built Environment Technology and Innovation Pro
5	Built Environment Performance and Materials Management Pro
6	Contract and Risk Management in the Built Environment
7	Execution Planning in the Built Environment

##### iii. Professional Construction Health and Safety Agent

	Modules
1	Health and Safety Management systems
2	Health and Safety Legislative Framework
3	Governance and Sustainability
5	Operations Management and supervision

6	Construction/building Technology
7	Strategic Management
8	Human Resources Management for Construction
9	Risk Management
10	Environment and Sustainable Construction

**iv. Professional Building Inspector**

	<b>Modules</b>
1	Construction Quality Management and auditing
2	Construction Technology
3	Building and Construction Regulations
4	Building Codes

**v. Construction Health and Safety Manager**

	<b>Modules</b>
1	Health and Safety Management systems
2	Health and Safety Legislative Framework
3	Governance and Sustainability
5	Operations Management and supervision
6	Construction Management
7	Human Resources Management for Construction
8	Construction/building Technology

**vi. Certified Building Inspector**

	<b>Modules</b>
1	Construction Quality Management and auditing
2	Construction Technology
3	Building and Construction Regulations
4	Building Codes

**vii. Construction Health and Safety Officer**

	<b>Modules</b>
1	Health and Safety Management applications
2	Health and Safety Legislative Framework
3	Governance and Sustainability
5	Fundamentals of Communication
6	Construction/building Technology

# SACPCMP

## RPL CURRICULUM VITAE PRESCRIBED TEMPLATE

### BIOGRAPHICAL DETAILS

**Full Names (with Title)** : \_\_\_\_\_  
**Surname** : \_\_\_\_\_  
**Permanent address** : \_\_\_\_\_  
**Mobile number** : \_\_\_\_\_  
**Telephone number** : \_\_\_\_\_  
**E-mail address** : \_\_\_\_\_  
**Date of birth** : \_\_\_\_\_  
**Place of birth** : \_\_\_\_\_  
**Citizenship** : \_\_\_\_\_  
**Identity Number** : \_\_\_\_\_  
**Gender** : \_\_\_\_\_  
**Race** : \_\_\_\_\_

### EDUCATIONAL QUALIFICATIONS (If applicable)\*

*The academic details must be in a tabulated format with respect to the degrees or diplomas that you would have attained, per the table below. The latest degree or diploma or short course should be listed first.*

Date qualification attained (month and year)	Name of Institution	Qualification name	Qualification Description (modules/courses listed in bulleted format)

\*this section need not be completed if the applicant does not have a formal qualification

### PROFESSIONAL AFFILIATIONS AND AWARDS (If applicable)\*

In this section you are required to include membership of professional bodies that you are registered with, year of being registered and class of registration with the latest being first. If given any award that is of a professional nature, you should also detail what the award was on, by which institution and in what year it was obtained.

Name of Professional Body/Association	Membership Type	Year membership of	Current (Y/N)

\*this section need not be completed if the applicant does not have a membership with or affiliation to a professional body or association

### **PROFESSIONAL DEVELOPMENT (If applicable)\***

In this section you are required to list what you acquired as part of your Continuing Professional Development (i.e. on the job training or career development) in a tabular format with the latest being listed first and so on. The tabular format should show the year, place and details of the training/ certification you acquired.

Month and year training/certification was attained	Name of Institution (Training provider)	Training/qualification name	Qualification Description (modules/courses /subject)

\*this section need not be completed if the applicant has not done CPD

### **CAREER HISTORY/ WORK EXPERIENCE**

Work experience plays an important role in the assessment of your application hence the need for this to be well presented in the curriculum vitae/ resume in chronological sequence. In this section you are required to provide the **construction specific experience** obtained:

<b>Total no. of years of experience in construction</b>	
---	--

<b>Name of organization</b>	
<b>Location</b>	
<b>Duration of appointment/role/position</b>	
<b>Title of your position</b>	
<b>Responsibilities (in bullet form)</b>	

<b>Achievements (<i>in bullet form</i>)</b>	
<b>Organogram depicting position held in the organization.</b>	
<b>List of projects involved in</b>	

<b>Name of organization</b>	
<b>Location</b>	
<b>Duration of appointment/role/position</b>	
<b>Title of your position</b>	
<b>Responsibilities (<i>in bullet form</i>)</b>	
<b>Achievements (<i>in bullet form</i>)</b>	
<b>Organogram depicting position held in the organization.</b>	
<b>List of projects involved in</b>	

<b>Name of organization</b>	
<b>Location</b>	
<b>Duration of appointment/role/position</b>	
<b>Title of your position</b>	
<b>Responsibilities (<i>in bullet form</i>)</b>	
<b>Achievements (<i>in bullet form</i>)</b>	
<b>Organogram depicting position held in the organization.</b>	
<b>List of projects involved in</b>	

<b>Name of organization</b>	
<b>Location</b>	
<b>Duration of appointment/role/position</b>	

<b>Title of your position</b>	
<b>Responsibilities (<i>in bullet form</i>)</b>	
<b>Achievements (<i>in bullet form</i>)</b>	
<b>Organogram depicting position held in the organization.</b>	
<b>List of projects involved in</b>	

<b>Name of organization</b>	
<b>Location</b>	
<b>Duration of appointment/role/position</b>	
<b>Title of your position</b>	
<b>Responsibilities (<i>in bullet form</i>)</b>	
<b>Achievements (<i>in bullet form</i>)</b>	
<b>Organogram depicting position held in the organization.</b>	
<b>List of projects involved in</b>	

<b>Name of organization</b>	
<b>Location</b>	
<b>Duration of appointment/role/position</b>	
<b>Title of your position</b>	
<b>Responsibilities (<i>in bullet form</i>)</b>	
<b>Achievements (<i>in bullet form</i>)</b>	
<b>Organogram depicting position held in the organization.</b>	
<b>List of projects involved in</b>	

<b>Name of organization</b>	
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<b>Location</b>	
<b>Duration of appointment/role/position</b>	
<b>Title of your position</b>	
<b>Responsibilities (<i>in bullet form</i>)</b>	
<b>Achievements (<i>in bullet form</i>)</b>	
<b>Organogram depicting position held in the organization.</b>	
<b>List of projects involved in</b>	

<b>Name of organization</b>	
<b>Location</b>	
<b>Duration of appointment/role/position</b>	
<b>Title of your position</b>	
<b>Responsibilities (<i>in bullet form</i>)</b>	
<b>Achievements (<i>in bullet form</i>)</b>	
<b>Organogram depicting position held in the organization.</b>	
<b>List of projects involved in</b>	

### **CONTACTABLE REFEREES**

*In this section you should include the name of the person you worked under, the position he/she held and full contact details (i.e. e-mail address, direct telephone number and physical address). You should ensure that these are names of people who know you well and you are urged to inform them that you are placing their names as reference as the Council reserves the right to call them for verification purposes.*

<b>Name of company</b>			
<b>Contact Reference Name:</b>		<b>Designation:</b>	
<b>Contact Details:</b>		<b>Tel no: W</b>	<b>Cell no:</b>
	<b>Email address</b>		

<b>Name of company</b>			
<b>Contact Reference Name:</b>		<b>Designation:</b>	
<b>Contact Details:</b>		<b>Tel no: W</b>	<b>Cell no:</b>
	<b>Email address</b>		

<b>Name of company</b>			
<b>Contact Reference Name:</b>		<b>Designation:</b>	
<b>Contact Details:</b>		<b>Tel no: W</b>	<b>Cell no:</b>
	<b>Email address</b>		

<b>Name of company</b>			
<b>Contact Reference Name:</b>		<b>Designation:</b>	
<b>Contact Details:</b>		<b>Tel no: W</b>	<b>Cell no:</b>
	<b>Email address</b>		

<b>Name of company</b>			
<b>Contact Reference Name:</b>		<b>Designation:</b>	
<b>Contact Details:</b>		<b>Tel no: W</b>	<b>Cell no:</b>
	<b>Email address</b>		

<b>Name of company</b>			
<b>Contact Reference Name:</b>		<b>Designation:</b>	
<b>Contact Details:</b>		<b>Tel no: W</b>	<b>Cell no:</b>

	Email address	
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<b>Name of company</b>			
<b>Contact Reference Name:</b>		<b>Designation:</b>	
<b>Contact Details:</b>		<b>Tel no: W</b>	<b>Cell no:</b>
	Email address		

<b>Name of company</b>			
<b>Contact Reference Name:</b>		<b>Designation:</b>	
<b>Contact Details:</b>		<b>Tel no: W</b>	<b>Cell no:</b>
	Email address		

<b>Name of company</b>			
<b>Contact Reference Name:</b>		<b>Designation:</b>	
<b>Contact Details:</b>		<b>Tel no: W</b>	<b>Cell no:</b>
	Email address		

<b>Name of company</b>			
<b>Contact Reference Name:</b>		<b>Designation:</b>	
<b>Contact Details:</b>		<b>Tel no: W</b>	<b>Cell no:</b>
	Email address		

**Note:**

- a) In the case of foreign qualifications, there must be a SAQA evaluation provided.**
- b) Certified copies of identification documents, relevant qualification certificates**

*and professional registration must be provided where applicable.*

- c) *Council reserves the right to verify any information that is provided to it and to initiate any action it deems appropriate for any incorrect information.*

Approved Draft

## ANNEXURE D

### EXIT LEVEL OUTCOMES FOR QUALIFICATION EQUIVALENCE

<b>BSC HONS CONSTRUCTION MANAGEMENT (NQF LEVEL 8)</b>	
<b>Exit level Outcomes relating to Core learning</b>	Manage and prepare tender and contractual documents for construction projects
	Display contractual management skills of construction projects in a multi-disciplinary, multi-project environment
	Schedule resource requirements and prepare estimates of cost in a multi-disciplinary, multi-project environment
	Manage financial resources of a construction projects in a multi-disciplinary, multi-project environment
	Manage the construction procurement process of building projects and associated infrastructure
	Evaluate economic issues concerning the construction and property sectors at both micro- and macro-levels
	Evaluate alternative property investment options
	Communicate with construction and property professionals concerning: <ul style="list-style-type: none"> <li>– Spatial concepts</li> <li>– Production problems</li> <li>– The planning and implementation of health and safety at work procedures</li> <li>– Economic, financial and contractual matters</li> <li>– Construction assembly problems</li> <li>– Buildability issues</li> </ul>
	Manage a construction organisation as a business enterprise within its macro-economic environment
	Evaluate different procurement options within the Built Environment
	Manage construction organisations and projects in the context of buildability, logistical planning, lean production, and supply chain management
	Evaluate building projects in terms of bio-physical, economic, social, technical and process-orientated sustainability.
<b>Exit level outcomes relating to Fundamental learning</b>	(Communicate effectively with the built environment audiences and the community at large using both oral and written skills

**BSC HONS CONSTRUCTION MANAGEMENT (NQF LEVEL 8)**

	<p>Show critical awareness of the impact of built environment activity on society and the environment and exercise appropriate judgement in the provision of professional services</p>
	<p>Demonstrate competence when working as an individual, in teams and in multi-disciplinary, multi-project environments as well as show leadership potential and perform critical support functions</p>
	<p>Display critical awareness of the need to act professionally and ethically, take responsibility for those actions, accept accountability for those actions as well as exercise judgement commensurate with knowledge and experience in the Built Environment</p>
	<p>Demonstrate competence in the application of quantitative methods, finance, technology, management, economics and law, from first principles, to solving complex, unfamiliar and ill-defined problems within the context of the built environment</p>
	<p>Demonstrate competence in the performance of creative, procedural and non-procedural analysis of problems occurring within the Built Environment related to systems, products or processes</p>
	<p>Demonstrate competence in undertaking and completing investigations and data analysis within the construction industry</p>
	<p>Demonstrate competence in the use and application of appropriate problem-solving methods, skills and tools (which include the use of computer packages) for computation, analysis, modelling, simulation and the handling of information</p>
<p><b>Associated Assessment Criteria</b>  <i>(Exit level Outcomes will be judged by the following associated assessment criteria)</i></p>	<p><b>Core learning</b></p>
	<p>Learners will be required to demonstrate competence in dealing with issues and problems related to the following aspects of the construction sector in a multi-disciplinary, multi-project environment:</p>
	<p>Economic</p>
	<p>Financial</p>
	<p>Legal</p>
	<p>Technology</p>
	<p>Assembly and production</p>
	<p><b>Fundamental learning</b></p>
	<p>Outcomes will be judged by the following criteria:</p>
<p>Qualifying learners will be required to demonstrate competence in the following skills:</p>	

**BSC HONS CONSTRUCTION MANAGEMENT (NQF LEVEL 8)**

- Documents and reports are produced in terms of the construction industry norms
- Oral presentation that appropriately describes a complex, unfamiliar and ill-defined built environment problem is presented in accordance to the industry norms
- Solutions to a complex, unfamiliar and ill-defined problem is proposed and supported by methodology to achieve the proposed solution

Qualifying learners will be required to demonstrate competence in the provision of:

- Advice and solutions that benefit society in ways that improve the quality of life through the Built Environment are provided
- Economically viable solutions which take cognisance of the need for protection of the environment are chosen according to the project plan and resource scheduling strategies

Qualifying learners will be required to demonstrate competence in achieving solutions to complex, unfamiliar and ill-defined problems, supported by demonstration of:

- Own contribution to the achievement of those solutions
- Benefits of interaction with others in the Built Environment in achieving those solutions

Qualifying learners will be required to demonstrate competence in exercising:

- Ethics in the workplace
- Codes of professional conduct in accordance with the industry norms

Qualifying learners will be required to demonstrate competence in the provision of:

- Quantitative
- Qualitative

solutions to a variety of complex, unfamiliar and ill-defined problems within the context of the built environment

Qualifying learners will be required to provide solutions to complex, unfamiliar and ill-defined problems within the context of the built environment, which are successful in terms of being:

- Fit for purpose
- Innovative
- Economically viable

Qualifying learners will be required to demonstrate competence in translating complex, unfamiliar and ill-defined problems within the

**BSC HONS CONSTRUCTION MANAGEMENT (NQF LEVEL 8)**

	<p>context of the built environment into well-planned solutions devised to provide data that are:</p> <ul style="list-style-type: none"> <li>- Quantitative</li> <li>- Qualitative</li> </ul> <p>and that are capable of being analysed to provide solutions</p>
	<p>Qualifying learners will be required to demonstrate a:</p> <ul style="list-style-type: none"> <li>- Good working knowledge of analytical methods, and a</li> <li>- High level of computer literacy</li> </ul>

**POST-GRADUATE DIPLOMA IN CONSTRUCTION MANAGEMENT (NQF LEVEL 8)**

<b>Exit Level Outcomes</b>	<p>Apply construction management principles to systematically diagnose and solve well-defined construction design and production problems.</p>
	<p>Apply principles of mathematics and natural sciences with the use of relevant mapping and measurement systems and methods to construction procedures, processes, systems and methodologies to solve well-defined construction problems involving numerical data and values.</p>
	<p>Analytically assess design of components, elements, systems, works, products or processes to meet desired requirements and needs within applicable standards, codes of practice and legislation in order to make appropriate decisions about the construction assembly process.</p>
	<p>Conduct investigations of well-defined construction problems through application of sound research methodology techniques for locating and reviewing relevant statistical and economic data, statutory codes, technical catalogues, standards, experiments, measurements and production methods.</p>
	<p>Use appropriate techniques, resources and modern construction management systems, including information technology, for seeking solutions to well-defined construction design and production challenges and problems, with an awareness of the limitations, restrictions, premises, assumptions and constraints.</p>
	<p>Communicate effectively orally, in writing and with information technology aids within the construction business and project environment.</p>
	<p>Demonstrate knowledge and understanding of the impact of construction activity on the society, economy, industrial and physical environment, and address issues by defined procedures.</p>

**POST-GRADUATE DIPLOMA IN CONSTRUCTION MANAGEMENT (NQF LEVEL 8)**

	<p>Demonstrate knowledge and understanding of construction project management principles and apply these as a member or leader within a technical team as to manage projects effectively in a multi-disciplinary environment across trade and professional boundaries through cross-disciplinary literacy and shared fundamental knowledge.</p> <p>Engage in independent and life-long learning through well-developed learning skills.</p> <p>Understand and commit to professional ethics, responsibilities and norms within the construction environment.</p> <p>Demonstrate an understanding of workplace practices to solve construction related problems.</p>
<p><b>Associated Assessment Criteria</b>  <i>(Exit level Outcomes will be judged by the following associated assessment criteria)</i></p>	<p>Associated Assessment Criteria Exit Level Outcome 1:</p> <ul style="list-style-type: none"> <li>- Analyse construction design elements and components from a technical, production and cost perspective.</li> <li>- Design construction administrative and production methods and systems for problem solving.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 2:</p> <ul style="list-style-type: none"> <li>- Analyse construction elements, components, procedures and methods.</li> <li>- Design procedures, methods and systems for administering, planning and controlling construction project work.</li> <li>- Design procedures, methods and systems for implementing production, cost and financial plans during the construction process.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 3:</p> <ul style="list-style-type: none"> <li>- Analyse construction elements, components, systems, items, products or processes from a technical, production and cost perspective.</li> <li>- Design appropriate methods, procedures and systems for preparing construction project production plans and schedules, cost budgets, production implementation plans, technical and contract progress reports.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 4:</p> <ul style="list-style-type: none"> <li>- Analyse construction markets.</li> <li>- Analyse project cost, time and quality standards and performance requirements.</li> <li>- Design methods, procedures and systems for obtaining and maintaining technical, cost and production data pertaining to construction projects.</li> </ul>

## POST-GRADUATE DIPLOMA IN CONSTRUCTION MANAGEMENT (NQF LEVEL 8)

### Associated Assessment Criteria for Exit Level Outcome 5:

- Analyse the design and constructability of construction elements through the use of analytical and computer software tools and models.
- Analyse, assess and complete contract tenders, contract documentation, cost and production planning and control procedures with appropriate methodologies, practice tools, procedures and application of computer software.
- Apply and critically assess standard construction management documents and procedures.

### Associated Assessment Criteria for Exit Level Outcome 6:

- Compile production plans, cost and financial project budgets for projects under construction.
- Compile production planning, progress, cost financial and quality standards reports for projects under construction.
- Communicate, present and defend technical project reports amongst inter-disciplinary construction team members, consultants and clients.
- Prepare professional production, cost, financial and technical reports throughout all project stages during the construction phase.

### Associated Assessment Criteria for Exit Level Outcome 7:

- Prepare project impact reports.
- Present and demonstrate innovative project production solutions.
- Apply knowledge for seeking innovative, cost-effective appropriate production solutions to socio-economic development issues involving physical development.

### Associated Assessment Criteria for Exit Level Outcome 8:

- Demonstrate an understanding of the requirements for effective team management.
- Communicate effectively on technical, cost, financial and contractual project aspects with all project team members.
- Demonstrate an understanding of the required project cost, technical, financial and contractual information at the different construction project stages during construction phases.

### Associated Assessment Criteria for Exit Level Outcome 9:

- Write technical reports on innovative and appropriate construction solutions.
- Demonstrate the application of current and advanced construction tools and techniques.
- Demonstrate an understanding for the need to improvise and develop existing techniques, systems and methods

<b>POST-GRADUATE DIPLOMA IN CONSTRUCTION MANAGEMENT (NQF LEVEL 8)</b>	
	through systematic diagnostic analysis of changing external influencing conditions in construction.
	<p>Associated Assessment Criteria for Exit Level Outcome 10:</p> <ul style="list-style-type: none"> <li>- Adopt ethics, responsibilities and norms associated with professionalism.</li> <li>- Develop a chart for the inculcation of professional ethics.</li> <li>- Apply norms and standards to adhere to professional ethics and responsibilities.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 11:</p> <ul style="list-style-type: none"> <li>- Develop effective administrative systems.</li> <li>- Develop comprehensive project reporting systems.</li> <li>- Demonstrate workplace efficiency, procedures, safety rules and practices.</li> <li>- Demonstrate a strategic vision of the construction industry, construction management profession and future role in construction and development.</li> </ul>

<b>BSC CONSTRUCTION MANAGEMENT (NQF LEVEL 7)</b>	
<b>Exit Level Outcomes</b>	Interpret, value, cost and scope a structure or building in respect of predicted outcomes regarding structure, budget, procurement, and design.
	Predict the life cycle performance of structures and buildings in respect of cost and quality.
	Interpret the scope and cost of a structure or building in terms of manageability, income, quality and time of completion.
	Apply the principles of sound development theory by analysing the needs of a client.
	Apply the principles of models and standards to advise on and perform various procurement methods by analysing a structure or building and advise on payments and certification during construction.
<b>Associated Assessment Criteria</b> <i>(Exit level Outcomes will be judged by the following associated assessment criteria)</i>	Performing, managing and the administering of the basic functions of the profession in the Construction Industry.
	Measuring, pricing and analysing development projects.
	Forecasting outcomes of development projects in respect of cost, prices.
	Drafting cost plans and performing cost control, cost design.

**BSC CONSTRUCTION MANAGEMENT (NQF LEVEL 7)**

Managing of the development process of building and construction projects

**UNIT STANDARDS FOR BACHELOR'S DEGREE IN CONSTRUCTION MANAGEMENT**

	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Core	<a href="#">14473</a>	Develop and produce computer aided drawings	Level 4	4
Core	<a href="#">14426</a>	Read, interpret and use construction drawings and specifications	Level 4	10
Core	<a href="#">15137</a>	Apply contract documentation	Level 5	10
Core	<a href="#">15144</a>	Develop and manage quality systems and procedures on a construction project	Level 5	12
Core	<a href="#">15142</a>	Establish and maintain relationships with construction role players	Level 5	5
Core	<a href="#">15161</a>	Initiate testing and interpret test/lab results in civil construction	Level 5	4
Core	<a href="#">15146</a>	Manage construction project administration	Level 5	8
Core	<a href="#">15141</a>	Manage construction resources	Level 5	10
Core	<a href="#">15148</a>	Manage financial aspects of a construction project	Level 5	8
Core	<a href="#">15136</a>	Manage health and safety on a construction project	Level 5	6
Core	<a href="#">15143</a>	Manage human resources on a construction project	Level 5	7
Core	<a href="#">15162</a>	Manage labour intensive construction projects	Level 5	8
Core	<a href="#">15139</a>	Manage productivity on a construction project	Level 5	12
Core	<a href="#">15145</a>	Prepare for a construction project	Level 5	15
Core	<a href="#">15149</a>	Survey and set out construction work areas	Level 5	15
Core	<a href="#">15147</a>	Tender for construction projects	Level 5	12
Core	<a href="#">15138</a>	Understand and apply structural principles	Level 5	7
Core	<a href="#">115199</a>	Administer construction projects	Level 6	5
Core	<a href="#">115196</a>	Establish, implement and control procurement processes	Level 6	12

UNIT STANDARDS FOR BACHELOR'S DEGREE IN CONSTRUCTION MANAGEMENT				
Core	<a href="#">115445</a>	Interpret and implement contracts	Level 6	7
Core	<a href="#">115444</a>	Manage construction organizational assets	Level 6	5
Core	<a href="#">115449</a>	Manage construction projects	Level 6	12
Core	<a href="#">114656</a>	Manage environment initiatives on a construction project	Level 6	6
Core	<a href="#">115443</a>	Measure construction quantities	Level 6	16
Fundamental	<a href="#">115453</a>	Understand and apply mathematical systems for commercial applications	Level 6	18
Fundamental	<a href="#">115448</a>	Understand and apply statistical techniques for business and research applications	Level 6	18
Fundamental	<a href="#">115198</a>	Understand and implement construction information technology systems	Level 6	9
Elective	<a href="#">12996</a>	Record, analyse and prepare cost information	Level 5	10
Elective	<a href="#">115446</a>	Develop a business vision and strategy	Level 6	20
Elective	<a href="#">115442</a>	Understand and apply building construction technology	Level 6	20
Elective	<a href="#">115454</a>	Understand and apply Civil Engineering construction technology	Level 6	30
Elective	<a href="#">115456</a>	Understand and apply electrical construction technology	Level 6	30
Elective	<a href="#">115447</a>	Understand and apply mechanical construction technology	Level 6	30
Elective	<a href="#">115451</a>	Demonstrate an understanding of the management of construction projects in an international environment	Level 7	15
Elective	<a href="#">115455</a>	Understand and apply property development principles	Level 7	9
Elective	<a href="#">115452</a>	Understand and apply Tunnelling technology and limited Mining operations techniques	Level 7	20
Elective	<a href="#">115450</a>	Understand and integrate construction project management principles	Level 7	20

**ADVANCED DIPLOMA CONSTRUCTION MANAGEMENT (NQF LEVEL 7)**

<b>Exit Level Outcomes</b>	Prepare tender and contractual documents relating to builders work and knowledge of procurement methods.
	Estimate costs and undertake financial management of construction projects including advice on payments and certification during construction.
	Manage building projects and related infrastructure.
	Manage the human resources of a construction project.
	Use of computers and software packages relevant to the industry and profession for the undertaking of tasks.
	Demonstrate knowledge of legal and economic issues affecting the construction industry in South Africa.
	Demonstrate knowledge of property investment decisions.
	Use effective communication means with construction professionals.
	Analyse and solve problems related to the Construction sector.
<b>Associated Assessment Criteria</b> <i>(Exit level Outcomes will be judged by the following associated assessment criteria)</i>	Associated Assessment Criteria for Exit Level Outcome 1: <ul style="list-style-type: none"> <li>- Items and elements of structures and buildings are quantified and documented.</li> <li>- Advice on different procurement methods is given.</li> </ul>
	Associated Assessment Criteria for Exit Level Outcome 2: <ul style="list-style-type: none"> <li>- Development projects are measured, priced and analysed.</li> <li>- Cost plans are drafted and cost control and cost designs are performed.</li> </ul>
	Associated Assessment Criteria for Exit Level Outcome 3: <ul style="list-style-type: none"> <li>- A construction site is organised.</li> <li>- The development process of buildings and construction projects is managed</li> </ul>
	Associated Assessment Criteria for Exit Level Outcome 4: <ul style="list-style-type: none"> <li>- The basic functions of the profession in the construction industry are performed, managed and administered.</li> </ul>
	Associated Assessment Criteria for Exit Level Outcome 5: <ul style="list-style-type: none"> <li>- Computers and software packages relevant to the industry and profession for the undertaking of tasks are applied.</li> </ul>
	Associated Assessment Criteria for Exit Level Outcome 6:

<b>ADVANCED DIPLOMA CONSTRUCTION MANAGEMENT (NQF LEVEL 7)</b>	
	<ul style="list-style-type: none"> <li>– Legal issues and economic trends related to the construction industry are understood.</li> <li>– Contract conditions, legislation and policies are appropriately applied.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 7:</p> <ul style="list-style-type: none"> <li>– Outcomes of development projects in respect of costs are forecast.</li> <li>– Life cycle performance of buildings with respect to cost and quality is predicted.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 8:</p> <ul style="list-style-type: none"> <li>– Written communication skills are applied in report writing and correspondence.</li> <li>– Oral communication skills are applied in dealing with enquiries from clients, consultants and colleagues.</li> <li>– Graphic presentation skills are applied to assist and inform clients, consultants and colleagues in construction related matters.</li> <li>– Communicative skills are applied in engaging with stakeholders and in retrieving and disseminating information.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 9:</p> <ul style="list-style-type: none"> <li>– Knowledge of research theory and techniques to analyse and address problems arising in construction projects is applied.</li> <li>– An understanding of the world as a set of related systems is demonstrated.</li> </ul>

<b>BSC (HONS) CONSTRUCTION HEALTH AND SAFETY (NQF LEVEL 8)</b>	
<b>Exit Level Outcome</b>	Undertake broadly defined construction Health and Safety (H and S) planning and coordination.
	Manage the function of construction H and S.
	Contribute to the development of the project documentation in terms of H and S in the capacity as a Construction H and S Agent.
	Review project documentation, designs, details, and specifications.
<b>Associated Assessment Criteria</b> <i>(Exit level Outcomes will be judged by the following associated assessment criteria)</i>	<p>Associated Assessment Criteria for Exit Level Outcome 1:</p> <ul style="list-style-type: none"> <li>– Organise, lead and control, and plan to meet desired business and project Health and Safety (H and S) outcomes.</li> <li>– Use construction business functions and construction resources (Construction H and S Manager).</li> </ul>

## BSC (HONS) CONSTRUCTION HEALTH AND SAFETY (NQF LEVEL 8)

- Apply project design, procurement, and construction H and S outcomes (Construction H and S Agent).
- Do planning and coordination within applicable legislation, regulations, standards, and codes of practice.

### Associated Assessment Criteria for Exit Level Outcome 2:

- Use the functions and activities of management work to meet desired business and project H and S outcomes.
- Apply the nine business functions within defined parameters, applicable legislation, regulations, and standards.
- Do interfacing as defined by the Project Management Body of Knowledge (PMBOK) or the Principal Agent over the six stages of projects, from project initiation and briefing to project close out.
- Apply the ten project management knowledge areas and five project management processes, within applicable legislation, regulations, standards, and codes of practice to meet desired project H and S outcomes.

### Associated Assessment Criteria for Exit Level Outcome 3:

- Develop the client brief according to standard criteria.
- Do a project viability and feasibility assessment that includes H and S.
- Draft a project estimate that includes financial provision for H and S.
- Produce a project qualification that flags key H and S issues.
- Monitor H and S throughout design delivery.
- Develop tender documentation that includes H and S.
- Procure contractors considering H and S.
- Develop construction contracts and processes, which includes reference to H and S.
- Put project H and S reports in place.
- Address H and S commissioning.

### Associated Assessment Criteria for Exit Level Outcome 4:

- Review the design in terms of 'designing for construction H and S' principles
- Review constructability and appropriateness.
- Provide alternatives where required and where reasonably practicable.

### Associated Assessment Criteria for Exit Level Outcome 5:

- Apply knowledge and skills related to the research process.

### BSC (HONS) CONSTRUCTION HEALTH AND SAFETY (NQF LEVEL 8)

- Formulate a motivation for the need for a research project.
- Plan a research design.
- Develop a research proposal.
- Implement the research design, collect and interpret data.
- Produce and submit a treatise.

### POST GRADUATE DIPLOMA IN CONSTRUCTION HEALTH AND SAFETY MANAGEMENT (NQF LEVEL 8)

**Exit Level Outcomes**

Skilled in the investigation, analysis and problem-solving during the day-to-day work of the health and safety manager.

Use of numerical data for investigating, analysing and resolving design, costing, budgetary and financial aspects of construction projects from a health and safety perspective.

Compile of health and safety technical contract documentation and reports during the design and implementation phases of construction projects.

Compile of financial and cost statistics for assessment of construction project proposals from a health and safety perspective.

Use of health and safety management systems for conducting professional health and safety services.

Guide clients, the consultant team and contractors on health and safety matters about construction projects.

Apply appropriate technologies for resolving challenges (hazards/risks) about health and safety within imposed external constraints and project financial value parameters.

Guide and direct project team members on construction health and safety matters.

Access, collect and interpret data and information within a changing business environment and initiate change in systems and techniques as a result of new developments impeding on past practices, methods and systems.

Set boundaries and protect the interests of all project participants in construction projects during the conducting of health and safety services.

Demonstrate an understanding of workplace practices to solve construction related problems from a health and safety perspective.

Associated Assessment Criteria for Exit Level Outcome 1:

<p><b>Associated Assessment Criteria</b>  <b>(Exit level Outcomes will be judged by the following associated assessment criteria)</b></p>	<ul style="list-style-type: none"> <li>- Apply construction principles to diagnose and solve well-defined construction health and safety problems systematically.</li> <li>- Analyse construction design elements and components from a health and safety perspective.</li> <li>- Design construction health; safety administrative; production methods and systems for problem-solving.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 2:</p> <ul style="list-style-type: none"> <li>- Apply the knowledge of mathematics and natural sciences to construction procedures, processes, systems and methodologies to solve well-defined construction health and safety problems.</li> <li>- Analyse construction elements, components, procedures and methods.</li> <li>- Design procedures, methods and systems for quantifying and costing construction health and safety measures.</li> <li>- Design procedures, methods and systems for analysing the financial implication of health and safety measures of construction project proposals.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 3:</p> <ul style="list-style-type: none"> <li>- Analytically assess the design of components, elements, systems, works, products or processes from a health and safety perspective to meet desired requirements and needs within applicable standards, codes of practice and legislation.</li> <li>- Analyse construction elements and components from a technical and financial perspective.</li> <li>- Design appropriate methods, procedures and systems for preparing construction project health and safety cost budgets, financial, cost, technical and contract documents and reports.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 4:</p> <ul style="list-style-type: none"> <li>- Conduct health and safety investigations of well-defined construction problems through locating and reviewing relevant economical, market and social statistical data, cost information, codes, technical catalogues, standards, experiments, measurements and production methods.</li> <li>- Analyse property and construction markets.</li> <li>- Design methods, procedures and systems for obtaining and maintaining technical, financial, cost and economic data about health and safety of construction projects.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 5:</p> <ul style="list-style-type: none"> <li>- Use appropriate techniques, resources, and modern construction tools including information technology for seeking solutions to well-defined construction health and safety challenges and problems, with an awareness of the limitations, restrictions, premises, assumptions and constraints.</li> </ul>

	<ul style="list-style-type: none"> <li>- Analyse the design and constructability of construction elements from a health and safety perspective through the use of analytical and computer software tools and models.</li> <li>- Solve contract documentation, contract procurement, production planning and control procedures with appropriate health and safety methodologies, tools, and procedures.</li> <li>- Apply and critically assess standard health and safety practice documents and procedures.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 6:</p> <ul style="list-style-type: none"> <li>- Communicate effectively, both orally and in writing within the construction context.</li> <li>- Compile health and safety reports for projects under planning.</li> <li>- Compile health and safety reports for projects under construction.</li> <li>- Communicate, present and defend health and safety reports amongst inter-disciplinary design consultants and clients.</li> <li>- Prepare consulting and professional health and technical safety reports throughout all project stages.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 7:</p> <ul style="list-style-type: none"> <li>- Demonstrate knowledge and understanding of the impact of construction activity on the society, economy, industrial and physical environment, and address issues by defined procedures.</li> <li>- Prepare project health and safety reports.</li> <li>- Present and demonstrate innovative project health and safety design and production solutions.</li> <li>- Apply health and safety knowledge for seeking innovative, cost-effective and appropriate design solutions to socio-economic development issues involving physical development.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 8:</p> <ul style="list-style-type: none"> <li>- Demonstrate knowledge and understanding of construction health and safety principles and apply these as a member and/or leader in a technical team to manage projects effectively.</li> <li>- Work within a team as a team member.</li> <li>- Demonstrate an understanding of the requirements for effective team management.</li> <li>- Communicate effectively on technical, cost, financial and contractual project aspects with all project team members.</li> </ul>

	<ul style="list-style-type: none"> <li>– Demonstrate an understanding of the required project cost, technical, financial and contractual information at the different construction project stages.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 9:</p> <ul style="list-style-type: none"> <li>– Engage in independent and life-long learning through the application of well-developed learning skills.</li> <li>– Write technical reports on innovative and appropriate construction health and safety solutions.</li> <li>– Demonstrate the health and safety impact of current and advanced construction tools and techniques.</li> <li>– Demonstrate an understanding of the need to improvise and develop existing techniques, systems and methods through systematic diagnostic analysis of changing external influencing health and safety conditions in construction.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 10:</p> <ul style="list-style-type: none"> <li>– Understand and commit to professional ethics, responsibilities and norms of construction practice.</li> <li>– Adopt ethics, responsibilities and norms associated with professionalism.</li> <li>– Develop a chart for the inculcation of professional ethics.</li> <li>– Apply norms and standards to adhere to professional ethics and responsibilities.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 11:</p> <ul style="list-style-type: none"> <li>– Demonstrate an understanding of workplace practices to solve construction health and safety problems.</li> <li>– Develop effective administrative systems.</li> <li>– Develop comprehensive project reporting systems.</li> <li>– Demonstrate workplace efficiency, procedures, safety rules and practices.</li> <li>– Demonstrate a strategic vision of the health and safety management profession and future role in construction and development.</li> </ul>

### BACHELOR OF CONSTRUCTION IN HEALTH AND SAFETY (NQF LEVEL 7)

<b>Exit Level Outcome</b>	Apply construction principles to diagnose and solve well-defined unsafe construction and production problems systematically.
	Apply the knowledge of mathematics, and natural sciences to construction procedures, processes, systems and methodologies to solve well-defined construction health and safety problems.
	Analytically assess the design of components, elements, systems, works, products or processes to meet desired health and safety requirements and needs within applicable standards, codes of practice and legislation.

	<p>Conduct investigations of well-defined construction health and safety problems through locating and reviewing relevant codes, technical catalogues, standards, experiments, measurements and production methods.</p>
	<p>Use appropriate techniques, resources, and modern construction tools including information technology for seeking solutions to well-defined construction health and safety challenges and problems, with an awareness of the limitations, restrictions, premises, assumptions and constraints.</p>
	<p>Communicate effectively, both orally and in writing within the Construction context.</p>
	<p>Demonstrate knowledge and understanding of the impact of construction activity on the health and safety of society, the economy, industrial and physical environment, and address issues by defined procedures.</p>
	<p>Demonstrate knowledge and understanding of construction principles and apply these as a member and leader in a project team to manage projects effectively.</p>
	<p>Engage in independent and life-long learning through the application of well-developed learning skills.</p>
	<p>Understand and commit to professional ethics, responsibilities and norms of construction practice.</p>
	<p>Demonstrate an understanding of workplace practices to solve construction health and safety problems.</p>
<p><b>Associated Assessment Criteria</b>  <i>(Exit level Outcomes will be judged by the following associated assessment criteria)</i></p>	<p>Associated Assessment Criteria for Exit Level Outcome 1:</p> <ul style="list-style-type: none"> <li>- Analyse construction design elements and components from a health and safety perspective.</li> <li>- Design the construction of administrative and production methods and systems for problem-solving.</li> </ul> <p>Associated Assessment Criteria for Exit Level Outcome 2:</p> <ul style="list-style-type: none"> <li>- Analyse construction elements, components, procedures and methods.</li> <li>- Design the procedures, methods and systems for safe construction work.</li> </ul> <p>Associated Assessment Criteria for Exit Level Outcome 3:</p> <ul style="list-style-type: none"> <li>- Analyse construction elements and components.</li> <li>- Design the construction methods, procedures and systems for preparing construction project production schedules.</li> </ul> <p>Associated Assessment Criteria for Exit Level Outcome 4:</p> <ul style="list-style-type: none"> <li>- Analyse construction elements and components.</li> <li>- Design the methods, procedures and systems for obtaining and maintaining technical, cost and economic</li> </ul>

	<p>data of health, to safety and well-being in the construction industry.</p>
	<p>Associated Assessment Criteria for Exit Level Outcome 5:</p> <ul style="list-style-type: none"> <li>- Analyse the design and constructability of construction elements through the use of analytical and computer software tools and models.</li> <li>- Solve contract documentation, contract procurement, production planning and control procedures with appropriate methodologies, practice tools, and procedures to engender a healthy and safe worksite.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 6:</p> <ul style="list-style-type: none"> <li>- Compile design, cost and financial reports on health and safety for projects under consideration.</li> <li>- Compile cost budget, cost control and production planning, progress and quality standards reports for on health on safety for projects under construction.</li> <li>- Communicate, present and defend reports amongst interdisciplinary company units, consultants and clients on health and safety project aspects.</li> <li>- Prepare consulting and professional financial and technical health and safety reports throughout all project stages.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 7:</p> <ul style="list-style-type: none"> <li>- Prepare project health and safety feasibility reports.</li> <li>- Present and demonstrate innovative project design and production solutions.</li> <li>- Apply knowledge for seeking innovative, cost-effective design solutions to socio-economic development issues involving physical development from a health and safety perspective</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 8:</p> <ul style="list-style-type: none"> <li>- Work within a team as a team member.</li> <li>- Demonstrate an understanding of the requirements for effective team management.</li> <li>- Communicate effectively on project health and safety aspects with all project team members.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 9:</p> <ul style="list-style-type: none"> <li>- Write technical health and safety reports on innovative and appropriate construction solutions.</li> <li>- Demonstrate the application of current and advanced health and safety tools and techniques for seeking construction solutions.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 10:</p>

	<ul style="list-style-type: none"> <li>- Adopt ethics, responsibilities and norms associated with professionalism.</li> <li>- Develop a chart for the inculcation of professional ethics.</li> <li>- Apply norms and standards to adhere to professional ethics and responsibilities.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 11:</p> <ul style="list-style-type: none"> <li>- Develop effective administrative systems.</li> <li>- Develop comprehensive project reporting systems.</li> <li>- Demonstrate workplace efficiency, procedures, safety rules and practices.</li> </ul>

<b>ADVANCED DIPLOMA IN CONSTRUCTION HEALTH AND SAFETY (NQF LEVEL 7)</b>	
<b>Exit Level Outcomes</b>	Develop problem solving skills to anticipate, identify and evaluate hazardous conditions and practices.
	Apply construction and construction health and safety principles to systematically diagnose and solve well-defined construction and construction health and safety problems.
	Apply knowledge of construction and construction health and safety to applied construction health and safety procedures, processes, systems and methodologies to solve well-defined construction health and safety problems.
	Perform procedural and non-procedural design of broadly defined components, systems, works, products or processes to meet desired needs normally within applicable standards, codes of practice and legislation.
	Implement, administer and advise others on hazard controls and hazard control programmes.
	Measure, audit and evaluate the effectiveness of hazard controls and hazard control programmes.
	Analyse incidents to identify deficiencies in the health and safety management systems.
	Conduct investigations of well-defined problems through locating and searching relevant codes and catalogues, conducting standard tests, experiments and measurements.
	Use appropriate techniques, resources and modern Construction Health and Safety (CHS) techniques and tools including information technology for the solution of well-defined CHS problems, with an awareness of the limitations, restrictions, premises, assumptions and constraints.
	Communicate effectively, both orally and in writing in construction health and safety context.
Apply the knowledge and understanding of the impact of Construction Health and Safety (CHS) activity on the society,	

	economy, industrial and physical environment, and address issues by analysis and evaluation and the need to act professionally within own limits of competency.
	Develop and apply knowledge and understanding of the impact of construction activities on the society, economy, industrial and physical environment, and address issues by defined procedures and to manage projects.
	Develop and apply knowledge and understanding of CHS principles and apply these principles to one's own work, as a member and leader in a technical team and to manage projects.
	Engage in independent and life-long learning through well-developed learning skills.
	Understand and commit to professional ethics, responsibilities and norms of CHS technical practice.
<p><b>Associated Assessment Criteria</b>  <b>(Exit level Outcomes will be judged by the following associated assessment criteria)</b></p>	Apply advanced understanding of key principles and concepts as well as methods and techniques to identify and solve hazardous conditions and practices in the area of specialisation.
	Analyse and discuss any relevant new Construction Health and Safety (CHS) trends, developments and techniques which could be exploited during construction processes.
	Identify the most appropriate CHS strategies for the development of the design brief, taking technical factors into account.
	Exploit materials, processes and technology in terms of their creative potential, limitations and suitability for design realisation.
	Structure and present an argument in support of a design options in CHS practices to a suitable audience.
	Demonstrate an understanding of primary and secondary investigative research methods in this field of study as well as the ability to apply these methods in practice.
	Demonstrate knowledge and understanding of the principles and concepts of research and research methodology through the execution of small-scale research projects.
	Produce evidence of visual and written communication means that clearly and effectively identify personal positions on differing aspects of construction health and safety issues.
	Produce a case-study report of contemporary practice in this field of study that demonstrates in-depth understanding of awareness of scholarly debates on the limitations, restrictions, premises, assumptions and constraints.
	Demonstrate knowledge and understanding of the principles and concepts of research and research methodology by executing a small-scale research project.

	Apply fundamental concepts, principles and applications of CHS to produce visual and written communications that clearly and effectively identify personal positions on differing subjects.
	Evaluate the impact of innovative ideas and divergent thought in terms of their suitability and feasibility.
	Apply health, safety and environmental regulations relating to the use of materials, processes and technology.
	Display a high level of intellectual independence and a systematic understanding of current thinking, practice, theory and methodology in the areas of specialisation.
	Evaluate the impact of innovative ideas and divergent thought in terms of their suitability and feasibility.
	Produce a case-study report of contemporary practice in construction industry.
	Use selected information to effectively support or refute a proposition/case.
	Select and apply appropriate research methods effectively by undertaking a research project in one or more of the areas of specialisation.
	Present and communicate the research findings in genre-appropriate discourse.
	Demonstrate responsible, professional and ethical behaviour in all actions related to the construction environment/workplace.
	Demonstrate responsible and professional decision-making by analysing, evaluating and resolving dilemmas ethically in a context-specific and supported environment.

<b>OCCUPATIONAL CERTIFICATE: SAFETY, HEALTH AND QUALITY PRACTITIONER (OCCUPATIONAL HEALTH AND SAFETY PRACTITIONER) (NQF LEVEL 5)</b>	
<b>Exit Level Outcomes</b>	Facilitate and support actions to eliminate or control hazards in order to minimise risks in a designated work area.
	Participate in the planning and implementation of operational Occupational Health and Safety Management Systems.
	Monitor and continually improve the effectiveness of operational Occupational Health and Safety systems.
<b>Associated Assessment Criteria</b> <i>(Exit level Outcomes will be judged by the following associated assessment criteria)</i>	Associated Assessment Criteria for Exit Level Outcome 1: <ul style="list-style-type: none"> <li>– Evaluate complex and detailed scenarios in an organisation using all methods including Occupational Health and Safety Statistics to identify shortcomings related to accepted industry standards and norms for Health and Safety.</li> </ul>

	<ul style="list-style-type: none"> <li>- Describe short, medium and long term corrective and preventative actions aligned with global leading practices to eliminate and mitigate the risks that are feasible and relevant to dealing with identified shortcomings.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 2:</p> <ul style="list-style-type: none"> <li>- Formulate risk profiles and legal registers according to industry accepted practices and standards which cover all the risks including all the legal requirements relevant to the given situations.</li> <li>- Develop Health and safety plans and Implementation Guidelines to correct identified shortcomings in the existing Occupational Health and Safety (OHS) system and practices for a given area of responsibility based on accepted industry standards and norms relevant to a given situation.</li> <li>- Evaluate existing implementation plans to determine areas of improvement and make feasible, cost efficient and legal recommendations on how to improve the plans.</li> <li>- Describe the process of communicating and reporting the implementation plan and dealing with possible barriers to communication aligned to the accepted industry standards and global leading practices.</li> </ul>
	<p>Associated Assessment Criteria for Exit Level Outcome 3:</p> <ul style="list-style-type: none"> <li>- Analyse audit findings, monitoring results and investigation reports and motivate appropriate recommendations to correct and improve the effectiveness and adequacy of the OHS system using practical examples and referring to industry leading practices.</li> <li>- Accurately analyse the trends of accidents and incidents and recommend ways to prevent accidents and incidents focussing on industry leading practices.</li> </ul>

## ANNEXURE E



### PORTFOLIO OF EVIDENCE TEMPLATE

#### RPL CANDIDATE DETAILS

*In this section you have to include your date of birth, place of birth (city/town and country), country of citizenship and gender. All fields to be completed.*

<b>Full Names</b>											<b>Surname</b>									
<b>Date of birth:</b>	Y	Y	Y	Y	/	M	M	/	D	D	<b>ID No:</b>									
<b>Passport No: (In case of non-South African Citizens)</b>																				
<b>Gender (x)</b>	Male					Female					<b>Race (x)</b>	Black			Indian			Coloured		White

<b>Application Reference Number (Starts with PCM/CHS/B)</b>	
<b>Registration Category for which RPL Candidate wishes to apply</b>	
<b>Total no. of years of experience in construction</b>	

Qualifications/short courses used in educational evaluation (if applicable)	Title	Attached Evaluation Outcome (✓)

**LIST OF SUPPORTING EVIDENCE**

NO.	ANNEXURE	TITLE
1.	Annexure A	
2.	Annexure B	
3.	Annexure C	
4.	Annexure D	
5.	Annexure E	
6.	Annexure F	
7.	Annexure G	
8.	Annexure H	
9.	Annexure I	
10.	Annexure J	
11.	Annexure K	
12.	Annexure L	
13.	Annexure M	
14.	Annexure N	
15.	Annexure O	
16.	Annexure P	
17.	Annexure Q	
18.	Annexure R	
19.	Annexure S	
20.	Annexure T	



