

## CRITERIA FOR CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES

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## LIST OF ABBREVIATIONS

<b>CPD</b>	Continuing Professional Development
<b>ETQA</b>	Education and Training Quality Assurance Body
<b>IHL</b>	Institution of Higher Learning
<b>NQF</b>	National Qualifications Framework
<b>PPPI</b>	Public Policy Priority Issues
<b>RP</b>	Registered Person
<b>SACPCMP</b>	South African Council for the Project and Construction Management Professions
<b>SAQA</b>	South African Qualification Authority

## 1. Purpose

The purpose of this document is to ensure that the Continuing Professional Development Activities are set to minimum standards and provides guidance for the assessments of CPD activities to be credible and aligned to applicable legislation and relevant SACPCMP policies.

## 2. Applicable Legislation and/or Policies

- Section 13 (k) of the Project and Construction Management Act, Act No. 48 of 2000.
- Promotion of Administrative Justice Act, Act 3 of 2000
- SACPCMP Continuing Professional Development Policy

## 3. CPD Criteria

According to the CPD Policy the Criteria for CPD Activities will indicate mandatory competencies for the cycle informed by legislative and other requirements as described in the CPD Policy. Thus, CPD aims at maintaining and enhancing competence, which leads to achieving progression in expertise throughout the registered person's (RP) professional practice. Registered Persons (RPs) must comply with the following CPD criteria for the CPD cycle:

### 3.1. CPD Categories and required CPD Credits

Registered Persons are required to undertake CPD activities in accordance with the prescripts of the CPD Policy. This means that in order for RPs to be compliant with CPD requirements to maintain their registration they need to:

- a) Complete CPD within a specific period which is known as a CPD cycle.
- b) Undertake CPD activities within a specific category.
- c) Accumulate the required amount of CPD credits for each category of CPD and the required cumulative total of CPD credits for the cycle.

Activities for CPD will be required in the following categories:

<b>Professional practice</b>	<b>Personal development</b>	<b>Mentorship</b>	<b>Public policy priority issues</b>
<ul style="list-style-type: none"><li>• To execute their professional and technical duties throughout their working life</li></ul>	<ul style="list-style-type: none"><li>• Ongoing development of personal qualities</li></ul>	<ul style="list-style-type: none"><li>• Ensuring of the sustainable development of profession</li></ul>	<ul style="list-style-type: none"><li>• Keep up with latest ideas, technology and related regulations</li></ul>

RPs are required to do 500 hours of CPD to be compliant at the end of their CPD cycle. This translates to 50 CPD credits. The CPD credits which must be accumulated are as follows:

CPD Category	CPD Credit Required	Conversion into hours
Professional Practice	30 CPD credits	300 hours
Personal Development	5 CPD credits	50 hours
Mentorship	10 CPD credits	100 hours
PPPI Credits	5 CPD credits	50 hours
<b>Total</b>	<b>50 CPD credits</b>	<b>500 hours</b>

As stipulated in the CPD policy a CPD cycle is a 3-year period from the beginning of the financial year following registration (i.e. 1<sup>st</sup> April) to the end of the financial year in the third year (i.e. 31 March).

Any RP who does not comply with the above requirements of the cycle within the three (3) years may result in their being deregistered.

### 3.2. Competency-based subjects required in the CPD cycle

During the CPD cycle RPs will be required to do CPD in the following subject areas related to the competencies for their registration category:

Registration Category	Required Competencies*	Possible Topics
<b>Professional Project and Construction Manager</b>	<ol style="list-style-type: none"> <li>1. Project Management</li> <li>2. Quality Management</li> <li>3. Financial Management</li> <li>4. Persuasiveness</li> <li>5. Leveraging Resources</li> <li>6. Customer-Centric Focus</li> <li>7. Managing Performance</li> <li>8. Building Collaborative Relationships</li> <li>9. Problem-Solving</li> <li>10. Decision-Making</li> <li>11. Resilience</li> </ol>	<ul style="list-style-type: none"> <li>• Construction design and construction processes</li> <li>• Ethics</li> <li>• Mentorship</li> <li>• Professionalism</li> <li>• Management acumen</li> <li>• Effective communication</li> <li>• Planning</li> <li>• Project management</li> <li>• Innovative construction technologies</li> <li>• Quality control and assurance</li> <li>• Site Analysis</li> <li>• Materials and components</li> <li>• Quantification and specification of construction:</li> </ul>

Registration Category	Required Competencies*	Possible Topics
<b>Professional Construction Manager</b>	<ol style="list-style-type: none"> <li>1. Health and Safety Management</li> <li>2. Financial Management</li> <li>3. Quality Management</li> <li>4. Communication Skills</li> <li>5. Leveraging Resources</li> <li>6. Negotiation Skills</li> <li>7. Building and Maintaining Relationships</li> <li>8. Problem Solving</li> <li>9. Managing Performance</li> <li>10. Customer-Centric Focus</li> <li>11. Decision-Making</li> <li>12. Resilience</li> </ol>	<ul style="list-style-type: none"> <li>• Services management</li> <li>• Structural Stability</li> <li>• Engineering Technology and Operations:</li> <li>• Management Processes</li> <li>• Resource management</li> <li>• Planning and Scheduling of Construction projects</li> <li>• Operations Management</li> <li>• Stakeholder Management</li> <li>• Legal environment</li> <li>• Supply Chain Management and Procurement</li> <li>• Business development</li> <li>• Socio-cultural management</li> <li>• Aspects of sustainability</li> <li>• Pollution management and techniques</li> </ul>
<b>Professional Construction Mentor</b>	<ol style="list-style-type: none"> <li>1. Financial Management</li> <li>2. Quality Management</li> <li>3. Impact and Presence</li> <li>4. Analytical Thinking</li> <li>5. Leveraging Resources</li> <li>6. Mentoring Others</li> <li>7. Building Collaborative Relationships</li> <li>8. Decisiveness</li> <li>9. Self-Reliance</li> <li>10. Resilience</li> </ol>	<ul style="list-style-type: none"> <li>• Waste management</li> <li>• Building codes and standards</li> <li>• Construction Health and Safety Culture</li> <li>• Mathematical, Statistical and Scientific Models</li> <li>• Construction Health and Safety management</li> <li>• Team building, public liaison</li> <li>• Commissioning, operation, maintenance and post-completion review</li> </ul>
<b>Construction Mentor</b>	<ol style="list-style-type: none"> <li>1. Financial Management</li> <li>2. Health and Safety Management</li> <li>3. Impact and Presence</li> <li>4. Analytical Thinking</li> <li>5. Leveraging Resources</li> <li>6. Mentoring Others</li> <li>7. Building Collaborative Relationships</li> <li>8. Decisiveness</li> <li>9. Self-Reliance</li> <li>11. Resilience</li> </ol>	<ul style="list-style-type: none"> <li>• Procurement, supply chain management and contracting</li> <li>• Lean production methods and benchmarking</li> <li>• Partnering, constructability/buildability and value engineering</li> <li>• Human resources management</li> </ul>

Registration Category	Required Competencies*	Possible Topics
<b>Professional Construction Health and Safety Agent</b>	<ol style="list-style-type: none"> <li>1. Health and Safety Acumen</li> <li>2. Project Acumen</li> <li>3. Risk Acumen</li> <li>4. Financial Acumen</li> <li>5. Impact and Presence</li> <li>6. Analytical Thinking</li> <li>7. Leveraging Resources</li> <li>8. Customer-Centric Focus</li> <li>9. Building Collaborative Relationships</li> <li>10. Self-Reliance</li> <li>11. Mentoring/Coaching Others</li> <li>12. Resilience</li> <li>13. Decisiveness</li> </ol>	<ul style="list-style-type: none"> <li>• Ethics</li> <li>• Mentorship</li> <li>• Professionalism</li> <li>• Human resource management</li> <li>• Team building, public liaison</li> <li>• Pollution management</li> </ul> <p><b>1. Construction Project Specific Health and Safety Management Systems:</b></p> <ul style="list-style-type: none"> <li>• Regulatory requirements regarding construction health and safety and its links to the health and safety management system.</li> <li>• Health and safety management systems and the key components of an effective system.</li> <li>• Principles of cause-and-effect analysis and its application to hazard identification and risk management on a project.</li> <li>• Principles of developing and implementing safe working practices.</li> <li>• Criteria and standards for effective documentation and document control.</li> <li>• Concepts and principles of developing an emergency preparedness plan and process for key approval, rehearsal and implementation steps.</li> <li>• Concept of behavioural safety management.</li> </ul>
<b>Construction Health and Safety Manager</b>	<ol style="list-style-type: none"> <li>1. Health and Safety Management</li> <li>2. Project Management</li> <li>3. Risk Management</li> <li>4. Financial Management</li> <li>5. Influencing Others</li> <li>6. Problem-Solving</li> <li>7. Leveraging Resources</li> <li>8. Customer-Centric Focus</li> <li>9. Interpersonal Skills</li> <li>10. Self-Reliance</li> <li>11. Mentoring/Coaching Others</li> <li>12. Stress Tolerance</li> <li>13. Decision-Making</li> </ol>	<p><b>2. Construction Health and Safety Management:</b></p> <ul style="list-style-type: none"> <li>• The principles of human resources planning and management and its application to the health and safety management system.</li> <li>• Concepts and principles of interpretation and the use of occupational hygiene survey results.</li> <li>• Health and safety project communication requirements.</li> <li>• Health and safety documentation and document control.</li> </ul>

Registration Category	Required Competencies*	Possible Topics
<b>Construction Health and Safety Officer</b>	<ol style="list-style-type: none"> <li>1. Health and Safety Awareness</li> <li>2. Project Team Support</li> <li>3. Risk Awareness</li> <li>4. Communication Skills</li> <li>5. Detail Orientation</li> <li>6. Planning and Organising</li> <li>7. Customer Service Excellence</li> <li>8. Conflict Handling</li> <li>9. Self-Reliance</li> <li>10. Mentoring/Coaching Others</li> <li>11. Teamwork</li> <li>12. Resilience</li> </ol>	<ul style="list-style-type: none"> <li>• Project emergency preparedness planning and implementation.</li> <li>• The principles of developing and implementing safe working procedures.</li> <li>• The evaluation of health and safety training requirements for a specific project.</li> <li>• The application of monitoring tools and technical reports related to occupational health and safety.</li> <li>• Occupational health and hygiene</li> </ul> <p><b>3. Health and Safety Performance Measurement and Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Project health and safety compliance auditing, internal, external and third party.</li> <li>• Legal compliance inspections.</li> <li>• Project health and safety reporting.</li> <li>• Analysis of audit results and trends - continual improvement.</li> <li>• Verification of implementation and close out of corrective actions.</li> </ul> <p><b>4. Continual Improvement:</b></p> <ul style="list-style-type: none"> <li>• Principles and leading practices associated with continuous improvement.</li> <li>• Management of change.</li> <li>• Verification of implementation and close out of corrective actions.</li> <li>• Environmental management systems</li> </ul>
<b>Professional Building Inspector</b>	<ol style="list-style-type: none"> <li>1. Quality Management</li> <li>2. Health and Safety Management</li> <li>3. Communication Skills</li> <li>4. Problem Solving</li> <li>5. Leveraging resources</li> <li>6. Stress tolerance</li> <li>7. Interpersonal Relationships</li> <li>8. Focus</li> <li>9. Customer Service Excellence</li> <li>10. Decision Making</li> </ol>	<ul style="list-style-type: none"> <li>• Relevant National, Provincial and Municipal Acts;</li> <li>• National Building Codes, Standards and Specifications;</li> <li>• Law enforcement – specific powers of the inspector and procedures required to address deviations and non-compliances in terms of the approved plans, codes or Acts;</li> <li>• Inspection processes to ensure that building projects meet the structural, safety, fire protection, energy saving and accessibility requirements of the National Building Regulations;</li> <li>• Communication skills in order to: <ul style="list-style-type: none"> <li>○ co-ordinate site inspections with other departments (fire, health, sewerage).</li> <li>○ advise on building-related issues, specifically regarding approved building plans to reduce technical risks and prevent construction errors.</li> <li>○ address complaints and respond to building-development related correspondence in an effective and efficient manner.</li> </ul> </li> </ul>
<b>Certified Building Inspector</b>	<ol style="list-style-type: none"> <li>1. Quality Orientation</li> <li>2. Health and Safety Orientation</li> </ol>	



Registration Category	Required Competencies*	Possible Topics
	<ol style="list-style-type: none"> <li>3. Communication Skills</li> <li>4. Detail orientation</li> <li>5. Planning and organising</li> <li>6. Stress Tolerance</li> <li>7. Assertiveness</li> <li>8. Energy and drive</li> <li>9. Accountability</li> <li>10. Customer Service Orientation</li> </ol>	<ul style="list-style-type: none"> <li>• Documentation processes to: <ul style="list-style-type: none"> <li>○ give assurance that building projects achieve legal building certification.</li> <li>○ issue relevant Certificates of Occupancy.</li> <li>○ prepare site inspection reports and legal notices in cases of unauthorised building work or building regulation contraventions.</li> <li>○ serving legal notices in the correct manner including attending court where deemed necessary.</li> </ul> </li> <li>• The principles of quality control and quality assurance;</li> <li>• The requirements for proper construction health and safety practises and the necessary steps required to correct/prevent unsafe conditions;</li> <li>• Innovative construction technologies.</li> </ul>
<p><b>All Registration Category</b></p>	<ol style="list-style-type: none"> <li>1. Sustainable Development and Environmental Protection</li> <li>2. Diversity, equity and inclusion</li> <li>3. Digitisation</li> </ol>	<ul style="list-style-type: none"> <li>• Information Technology and innovation</li> <li>• Artificial Intelligence (AI) and machine learning</li> <li>• Resource and Workforce Management Software</li> <li>• Virtual Reality (VR)</li> <li>• Augmented Reality (AR)</li> <li>• Sensor data</li> <li>• Digital twins</li> <li>• Advanced Takeoff and Estimating Tools</li> <li>• Robotics</li> <li>• BIM</li> <li>• 3D Printing</li> <li>• Light detection and Ranging (Lidar)</li> <li>• Wearable devices</li> <li>• Drones</li> <li>• People culture and performance</li> <li>• Intersectionality</li> <li>• Work microaggressions</li> <li>• Bullying</li> <li>• Socio-economic diversity</li> <li>• Age diversity</li> <li>• Disability diversity</li> <li>• Social equality</li> <li>• Cultural competence</li> <li>• Socio cultural understanding</li> <li>• Gender diversity</li> <li>• Sexual orientation diversity</li> <li>• Neurodiversity</li> <li>• Racism</li> <li>• Disability awareness</li> <li>• Universal design</li> <li>• Bystander intervention</li> </ul>

Registration Category	Required Competencies*	Possible Topics
		<ul style="list-style-type: none"> <li>• Unconscious Bias</li> <li>• Green building</li> <li>• Green energy</li> <li>• Sustainable design</li> <li>• Green retrofitting</li> </ul>
	Public Policy Priority	<ul style="list-style-type: none"> <li>• New legislation and/or regulation impacting construction industry</li> <li>• Social Development and cohesion</li> <li>• Includes 3 council specific competencies for all professions</li> </ul>

\* Competencies are defined in Annexure A

PCM



CHS



BI



ALL



### 3.3. Acceptable CPD activities

The activities recognised for CPD are as follows:

#### 3.3.1. Activities recognised for Professional Practice

ACTIVITIES	REQUIRED EVIDENCE
<b>Research</b>	<ul style="list-style-type: none"> <li>• Conference paper or proceedings</li> <li>• Research paper</li> <li>• Journal paper</li> </ul>
<b>Assessment of SACPCMP applications</b>	<ul style="list-style-type: none"> <li>• Report on no. of applications assessed.</li> <li>• Report on no. of interviews conducted.</li> </ul> <p><i>The above will be verified by internally</i></p>
<b>Projects (using Annexure A template)</b>	<ul style="list-style-type: none"> <li>• Project profile report (Annexure B) with duration of project/s (even if the project is ongoing)</li> <li>• Completion certificate</li> </ul>
<b>Professional Consulting and advising (including advisory boards)</b>	<ul style="list-style-type: none"> <li>• Report of consulting services provided indicating hours - with contactable reference/s</li> <li>• Record of advisory meeting indicating duration with contactable reference/s</li> </ul>
<b>Training contractors</b>	<ul style="list-style-type: none"> <li>• Attendance registers indicating duration of the session and showing RP as trainer.</li> <li>• Appointment letter indicating duration or signed-off logbook (signed by contractors/mentee)</li> </ul>
<b>Serving in technical committees and Forums</b>	Attendance register/record indicating the duration of the meeting
<b>Research supervision</b>	<p>Submission of report (Annexure C) with no. of students under RP's supervision with no. and duration of consultations held.</p> <p><i>Indication must be given with regards to hours spent on reviewing of research documents</i></p>

ACTIVITIES	REQUIRED EVIDENCE
<b>Site Audits</b>	Signed off site audit reports indicating duration of site visit
<b>Books/textbook or book chapters</b> ( <i>aligned with professional competencies or subjects for CPD cycle</i> )	eBook or copies of book chapters clearly showing authorship of RP
<b>External examiner</b> ( <i>SACPCMP accredited endorsed or aligned programmes</i> )	Appointment/invitation letter indicating programmes
<b>Delivering of lectures</b>	Signed off teaching schedule/timetable with name of the RP indicated and the duration and frequency of each class.
<b>Toolbox talks</b>	<ul style="list-style-type: none"> <li>Annual submission of report (Annexure D) with no. and duration of toolbox talks held with contactable reference.</li> <li>Attendance registers indicating RP as coordinator or speaker and duration of toolbox talks held.</li> </ul>
<b>H &amp; S Site Inductions</b>	<ul style="list-style-type: none"> <li>Annual submission of report (Annexure E) with no. and duration of induction held with contactable reference.</li> <li>Attendance registers indicating RP as coordinator or speaker and duration of induction.</li> </ul>

### 3.3.2. Activities recognised for Personal Development

ACTIVITIES	REQUIRED EVIDENCE
<b>Skills and other training</b>	Certificate of attendance or completion
<b>Technical or professional meetings</b>	Attendance register/record indicating the duration of the meeting
<b>Refresher courses</b>	Certificate of attendance or completion
<b>Educational meetings</b>	Attendance register indicating the duration of the meeting
<b>Mentoring and coaching</b>	<ul style="list-style-type: none"> <li>Mentorship/Coaching agreement/confirmation from mentor of mentorship/coaching undertaking with a record of the meetings/sessions undertaken with RP.</li> <li>If it is a registered professional the CV of mentor/coach should be provided (<i>the mentor must be a more senior professional to the RP with more years of experience than the RP</i>)</li> </ul>
<b>Academic Studies*</b>	<ul style="list-style-type: none"> <li>Academic transcript with modules and credits allocation (if ongoing)</li> <li>Qualification Certificate (if completed)</li> </ul>
<b>Reading of industry related material</b> (through recognised providers e.g. VAs or SACPCMP platform)	Completion certificate or record

\* *The qualification and institution must be accredited by the relevant ETQA*

### 3.3.3. Activities recognised for Mentorship

ACTIVITIES	REQUIRED EVIDENCE
<b>Mentorship of registered candidate towards professional registration</b>	<ul style="list-style-type: none"> <li>Signed commitment and undertaking form &amp; candidate's registration certificate</li> <li>Signed assessment report/logbook (by candidate &amp; mentor)</li> </ul>
<b>Mentoring experiential learner in work integrated learning programme</b>	Signed assessment report/logbook (by student & mentor) or Letter of confirmation by employer or institution requesting WIL opportunity on company or university letterhead
<b>Informal mentoring of staff on the job</b>	Letter of confirmation by employer on company letterhead (signed by mentor and mentee) and curriculum vitae of mentee
<b>Community mentoring (relevant to profession)</b>	Thank-you letter detailing the hours worked in one particular year with contactable reference
<b>Participation in an adopt a school or ambassador programme (STEM, or construction related)</b>	<ul style="list-style-type: none"> <li>Letter of appointment, invitation or confirmation from programme organisers or NGO indicating duration.</li> <li>Letter from VA indicating advocacy activities and duration.</li> </ul>

### 3.3.4. Activities recognised for Public Policy Priority Issues

ACTIVITIES*	REQUIRED EVIDENCE
<b>Government Briefing Sessions</b>	Attendance register/record indicating duration
<b>Short courses</b>	Certificate of completion or competence (indicating NQF credits where applicable)
<b>Workshops</b>	Certificate of attendance or attendance register
<b>Accredited Conferences</b>	Certificate of attendance or attendance register
<b>Symposia</b>	Certificate of attendance or attendance register
<b>Seminars/webinars</b>	Certificate of attendance or attendance register
<b>Industry Round Tables</b>	Certificate of attendance or attendance register
<b>International Conferences</b>	Certificate/record of attendance or attendance register

*\* These activities must either be SACPCMP accredited or recognised or accredited by a relevant ETQA or recognised by a SACPCMP partner*

### 3.3.5. Allocation of CPD credits

As required by the CPD Policy, CPD credits will be awarded as follows: **1 CPD Credit for 10 hours of CPD**. If an event or activity is less than 10hours, part credits will be awarded towards that event.

In respect of formal qualifications or short learning programmes and unit standards registered on the NQF, the credits stipulated on the qualification will be awarded as CPD credits.

Where the duration is unclear the CPD credits will be awarded as follows, to cater for specific scenarios:

CPD activity	CPD Credits awarded
Full day event	1 CPD credit
Half day event	0.5 CPD credit
Conference paper	2 CPD credits
Journal/research article	4 CPD credits
Book chapter	6 CPD credits
Book/Textbook	10 CPD credits
External examiner	1 CPD credit (per programme)

### 3.4. CPD Records Recognition and Management

Registered Persons are responsible for developing their own CPD plans based on the criteria stipulated herein, evaluating activities, and keeping all relevant records. The SACPCMP CPD platform allows registered persons to upload their CPD records on to their profiles for assessment and/or auditing.

Registered persons are encouraged to regularly check their CPD progress through downloading their CPD statement from their profile.

Acceptable evidence of participation in CPD activities, which is to be submitted for assessment and/or auditing is stipulated herein and only this will be recognised for CPD.

A random sample of submitted CPD records will be verified on from time to time to check authenticity of these records.

At the end of each CPD cycle (from 1 April), the CPD portal will be closed for a short period which will allow the Council to audit each RPs compliance through the auditing and processing of their CPD records. Communication will be sent to RPs at least a month in advance to alert them of the portal closure and to give them an opportunity to submit any outstanding records.

## Annexure A

### DEFINITION OF COMPETENCIES

COMPETENCY	DEFINITION
<b>Accountability:</b>	Accepting full responsibility for one's own actions, being reliable and taking ownership of job role; accepting the consequences of my actions without making excuses and/or blaming others.
<b>Analytical Thinking:</b>	The ability to analyse and evaluate data methodically; reading with and drawing conclusions from facts and data.
<b>Assertiveness:</b>	The ability to confidently express one's ideas and feelings in an open and honest way without putting others down or violating their rights.
<b>Building Collaborative Relationships/ Building and Maintaining Relationships:</b>	The ability to build and effectively maintain relationships with others, including clients and stakeholders; engaging and influencing others in a collaborative way.
<b>Communication Skills:</b>	The ability to listen and respond effectively to others; to convey information and/or ideas in a written or oral format
<b>Conflict Handling:</b>	The ability to effectively resolve disagreements, complaints and/or confrontations in a constructive way; anticipating potential conflict and dealing with it timeously and appropriately.
<b>Customer-Centric Focus:</b>	The ability to anticipate and/or to identify customer needs and expectations, developing and maintaining a strong relationship with the customer whilst taking appropriate and timeous action for improving customer service.
<b>Customer Service Excellence:</b>	The ability to exceed customer expectations by consistently delivering an exceptional customer experience; going the extra mile for the customer.
<b>Decision-Making:</b>	The ability to gather all information to identify gaps and shortcomings; considering all alternatives before deciding on an appropriate course of action.
<b>Decisiveness:</b>	The ability to act quickly and decisively in critical situations; ability to assess risks to the business; committing to a course of action with a sense of urgency.

COMPETENCY	DEFINITION
<b>Detail Orientation:</b>	The ability to take all relevant and important detail into account to ensure effective task completion.
<b>Diversity, Equity and Inclusion:</b>	The ability to work effectively with people from different backgrounds, culture, gender, race, ethnic origin, age etc., being mutually inclusive and being impartial, fair and committed to equal opportunities.
<b>Energy and Drive:</b>	The ability to sustain a high level of energy consistently over long periods of time; demonstrating enthusiasm and positive “can do” attitude
<b>Financial Acumen:</b>	Demonstrating an advanced level of competence with regards to financial management.
<b>Financial Management:</b>	Knowledgeable of the financial processes of the organisation. Prepares, justifies and administers the financial budget. Oversight of the procurement process. Monitors expenditures and profits to ensure sound fiscal responsibility.
<b>Focus:</b>	The ability to stick (concentrate) with the task at hand amidst competing demands and distractions.
<b>Health and Safety Acumen:</b>	Demonstrating an advanced level of knowledge; understanding and insight into health and safety risks in the working environment; maintaining and continuously improving health and safety standards in the workplace
<b>Health and Safety Awareness:</b>	Demonstrating a basic understanding of health and safety in the workplace; basic awareness regarding maintaining health and safety standards within the work environment
<b>Health and Safety Management:</b>	Actively managing health and safety in the workplace to minimize the risk of injury and illness; proactively identifying, assessing and controlling health and safety risks.
<b>Health and Safety Orientation:</b>	The ability to learn and understand the associated hazards and risks of your working environment; following instructions on health and safety
<b>Impact and Presence:</b>	The ability to make an immediate positive impression on others; comes across with force and credibility.
<b>Influencing Others:</b>	The ability to win others over to a course of action through clear and articulate verbal reasoning in either written or oral format.

COMPETENCY	DEFINITION
<b>Interpersonal Skills:</b>	The ability to build and maintain relationships with others; demonstrating the ability to easily build rapport with a wide variety of people.
<b>Leveraging Resources:</b>	The ability to obtain, allocate and effectively utilize resources, people, information, budget and time to manage projects and support the accomplishment of key initiatives and strategic objectives.
<b>Managing or leading Digitization:</b>	The ability to stay abreast of digital trends, to leverage new digital technologies and optimize their application
<b>Managing Performance:</b>	The ability to set clear performance standards and objectives for people; continuously monitoring and tracking the progress whilst providing timeous feedback; effectively addressing any performance issues promptly.
<b>Mentoring Others:</b>	The ability to support, guide and/or direct someone in developing certain skills; showing others how to perform a task; actively demonstrating a willingness to assist individuals with improving their performance.
<b>Negotiation Skills:</b>	The ability to elicit support and co-operation from both parties; utilizing win-win strategies acceptable to both parties; actively demonstrating a willingness to resolve differences.
<b>Persuasiveness:</b>	The ability to influence the viewpoint of others; gaining commitment to new ideas/proposals through clear and articulate verbal reasoning.
<b>Planning and Organising:</b>	The ability to pro-actively plan, monitor and follow through on work objectives, ensuring a logical flow and completion of activities within specified time frame; timeous delivery of work results.
<b>Project Acumen:</b>	Demonstrating an advanced level of competence with regards to project and programme management.
<b>Project Management:</b>	The ability to manage assigned projects; applying project management principles, methods and/or tools where relevant; developing, scheduling, coordinating, monitoring, evaluating and managing project resources.
<b>Problem Solving:</b>	The ability to anticipate and define problems; identifying alternatives and implementing timeous solutions.
<b>Project Team Support:</b>	Demonstrating an awareness and understanding of the basic Project



COMPETENCY	DEFINITION
	Management principles, tools and techniques within a construction environment.
<b>Quality Management</b>	The ability to monitor and manage the accuracy and quality of the work of others; checking on progress and quality of work; taking corrective action if and when needed.
<b>Quality Orientation:</b>	The ability to learn and understand the principles of quality and quality improvement; demonstrating an understanding of the importance of quality improvement; knowledgeable of the organisation's quality assurance standards.
<b>Resilience:</b>	The ability to deal calmly and effectively and prevails in stressful situations; taking a long-term view of success and failure and persist in pursuing goals despite obstacles and setbacks, including the capacity to bounce back from adversity.
<b>Risk Acumen:</b>	Demonstrating an advanced level of knowledge, understanding and insight into the principles, methods and tools utilized for risk assessment and mitigation.
<b>Risk Awareness:</b>	Demonstrating a basic understanding of the principles, methods and tools used for risk assessments and mitigation thereof.
<b>Risk Management:</b>	Knowledgeable of the principles, methods and tools used for risk assessment and mitigation, including assessment of failures and consequences.
<b>Self-Reliance:</b>	The ability to work on one's own with minimum supervision, support or approval by others whilst consistently maintaining a high level of motivation, energy and drive.
<b>Stress Tolerance:</b>	The ability to thrive under pressure and to effectively manage unexpected demands; maintaining effectiveness in high pressure situations.
<b>Sustainable Development and Environmental Protection:</b>	Sustainable development embraces environmental, social and economic objectives to deliver long-term equitable growth which will benefit current and future generations whilst environmental protection aims at maintaining (including recovery if and when necessary) a healthy and natural environment.
<b>Teamwork:</b>	The ability to work effectively with others in an interdependent way in order to achieve common team goals and objectives.

## Annexure B



### PROJECT PROFILE REPORT TEMPLATE FOR CPD

#### A. REGISTERED PERSON INFORMATION

Title (Dr/Mr/Mrs/Ms/Prof)		
Name/s		
Surname		
ID or Passport no.		
SACPCMP Designation		
Registration No.		
Postal Address		
Contact details	Tel.	
	Mobile	
	E-mail	

#### B. PROJECT(S) REPORT

PROJECT 1		
<b>1. Project Details</b>		
Name of Project		
Duration of project ( <i>provide dates</i> )		
Type and description of Project		
Total value of Project		
Geographical location of Project		
Client Details	Name of Client	
	Full Names of Client Representative	
	Position	
	Tel.	

	<b>Mobile</b>	
	<b>E-mail</b>	
<b>List of participating Organisations</b> <i>(bulleted list)</i>		
<b>Your specific role and position</b> <i>(with a description of reporting lines)</i>		
<b>2. Full Report</b>		
<b>Which stage(s) were you involved in?</b> <i>(Indicate with a cross)</i>	1	2
	3	4
	5	6
<b>Describe your role according to the project stages as it relates to this project</b>	<b>Stage 1</b>	
	<b>Stage 2</b>	
	<b>Stage 3</b>	
	<b>Stage 4</b>	
	<b>Stage 5</b>	
	<b>Stage 6</b>	
<b>3. Project Outcomes</b>		
<b>Project Successes</b>		
<b>Project Failures</b>		

Approved

## Annexure C



### TEMPLATE FOR REPORTING RESEARCH SUPERVISION

Name of Student	Level	No. of Consultation Sessions	Cumulative hours for consultations	Review of Research (documents e.g. chapters/thesis/dissertation)	Cumulative hours for document review
<b>TOTAL</b>				<b>TOTAL</b>	

<b>SIGNED OFF BY HOD or Dean</b>	<b>Full Names</b>		
	<b>Contact details for verification purposes</b>		
	E-mail		
	Direct no.		
	<b>Date</b>		
	<b>Signature</b>		

Annexure D



TEMPLATE FOR REPORTING TOOLBOX TALKS

Title of Toolbox Talk	Date of Toolbox Talk	Site location	Duration of Toolbox talk
<b>TOTAL</b>			

<b>SIGNED OFF BY Pr.CM or Pr.CPM (on project)</b>	<b>Full Names</b>		
	<b>Contact details</b> <i>for verification purposes</i>	E-mail	
		Direct no.	
	<b>Date</b>		
	<b>Signature</b>		