

Juan Olwagen, Roy Cumberlege & Ian Moss

Continuing Professional Development in the quantity surveying profession: Quantity surveyors' perceptions

Peer reviewed and revised September 2015

Abstract

This research study was conducted in order to investigate Continuing Professional Development (CPD) in the South African quantity surveying profession. The study further aimed to establish the reasons why some quantity surveyors do not acquire the required CPD hours and face losing their professional registration with the South African Council for the Quantity Surveying Profession (SACQSP). Practising quantity surveyors' perceptions in terms of CPD was investigated in order to establish whether there are factors restricting their participation in CPD as well as to determine whether quantity surveyors regard CPD as beneficial and value adding to them as individual as well as the profession.

Data to conduct the study was gathered via a national web-based questionnaire. The questionnaire was structured to investigate the respondents' perceptions regarding the importance of CPD as well as relating evidence to various aspects of CPD, as drawn from the literature. One hundred and thirty-eight registered quantity surveyors participated in the survey.

The research established that quantity surveyors regarded handing in their CPD records on time as the most important factor when participating in CPD. It was found that quantity surveyors lack a structured approach to CPD, suggesting that they merely engage in CPD when they have adequate time. With regard to CPD Category 1, respondents regard seminars as the most important; however, the majority of the respondents participate in *Acta Structilia* by completing a short questionnaire relating to published articles. With regard to CPD Category 2, respondents regard mentoring of professional candidates as the most important, and most often engage in this activity. Respondents indicated that the most significant barrier to participation in CPD is time related, with work commitments restricting participation. Respondents were neutral to the statement that quantity surveyors not complying with CPD requirements

Mr Juan (J.) Olwagen, Department of Quantity Surveying, Nelson Mandela Metropolitan University, PO Box 77000, Port Elizabeth, 6031, South Africa. Phone: +27 41 504 2669, email: <juan.olwagen@nmmu.ac.za>

Mr Roy (R.) Cumberlege, Head of Department, Department of Quantity Surveying, Nelson Mandela Metropolitan University, PO Box 77000, Port Elizabeth, 6031, South Africa. Phone: +27 41 404 3020, email: <roy.cumberlege@nmmu.ac.za>

Mr Ian (I.) Moss, Senior Lecturer, Department of Construction Management and Quantity Surveying, Walter Sisulu University, PO Box 1421, East London, 5200, South Africa. Phone: +27 43 709 4009, email: <imoss@wsu.ac.za>

should be de-registered. Respondents regarded CPD as beneficial as well as a value adding activity, although it takes up much of their valuable time.

The study identified changes made to the CPD system and explains how the processes differ from those of previous years. The study will be beneficial to the SACQSP in improving the CPD system and highlighting its shortcomings, benefitting the quantity surveying profession as a whole.

Keywords: Continuing professional development, quantity surveying, perception

Abstrak

Hierdie navorsingstudie is uitgevoer om Voortgesette Professionele Ontwikkeling (VPO) in die Suid-Afrikaanse Bourekenaarsprofessie te ondersoek. Die studie het verder probeer om vas te stel waarom sommige bourekenaars nie voldoende VPO-ure verkry nie en gevolglik die risiko loop om professionele registrasie te verloor. Die persepsies van bourekenaars in terme van VPO is ondersoek om vas te stel of daar faktore is wat deelname in VPO beperk, sowel as om te bepaal of bourekenaars VPO as 'n waardetoevoeging en as voordelig vir hulself asook die professie beskou.

Data om die studie uit te voer, is ingesamel deur middel van 'n nasionale web-gebaseerde vraelys. Die vraelys is gestruktureer om die respondente se persepsies ten opsigte van die belangrikheid van VPO te ondersoek, sowel as om bewyse te ondersoek na die verskillende aspekte van VPO, soos uiteengesit in die relevante literatuur. Een honderd agt en dertig geregistreerde bourekenaars het aan die opname deelgeneem.

Die navorsing het getoon dat bourekenaars die inhandiging op tyd van hul VPO rekords as die belangrikste faktor beskou. Daar is ook gevind dat bourekenaars in gebreke bly tot 'n gestruktureerde benadering tot VPO wat daarop dui dat hulle bloot betrokke raak in VPO wanneer hulle genoeg tyd tot hul beskikking het. Met betrekking tot VPO Kategorie 1, beskou respondente seminare as die belangrikste; respondente neem meestal deel in *Acta Structilia* in die voltooiing van 'n vraelys rakende gepubliseerde artikels. Met betrekking tot VPO Kategorie 2, beskou respondente mentorskap van professionele kandidate as die belangrikste en hulle raak meer dikwels betrokke in hierdie aktiwiteit. Respondente het tydverwante werksomstandighede wat deelname beperk, aangedui as die grootste struikelblok tot deelname aan VPO. Respondente was neutraal tot die stelling dat bourekenaars wat nie aan VPO-vereistes voldoen nie, hul registrasie moet verloor. Oor die algemeen beskou respondente VPO as voordelig, sowel as 'n aktiwiteit wat waarde toevoeg tot die professie, al is dit tydrowend.

Hierdie studie sal die veranderinge tot die VPO-stelsel identifiseer en verduidelik hoe die prosesse verskil van dié van vorige jare. Advies sal tot hulp wees vir die SARBP om die VPO-stelsel te verbeter asook om die tekortkominge in die VPO-stelsel tot algehele bevordering van VPO in die professie uit te lig.

Sleutelwoorde: Voortgesette Professionele Ontwikkeling, bourekeningkunde, persepsie

1. Introduction

“The most important thing regarding education is appetite. Education does not begin with the university and it certainly ought not to end there” – Winston Churchill.

The above statement holds true for Continuing Professional Development (CPD) in the quantity-surveying profession which, according to Cruywagen (2007: 92), aims to ensure professional competence and sustainability among registered professionals, past initial training and throughout their career.

Research done on CPD in the South African quantity-surveying fraternity shows that, for some or other reason, not all registered quantity surveyors are able to submit their CPD details on time. This creates the possibility of being de-registered from the South African Council for the Quantity Surveying Profession (SACQSP), which means that the member is no longer allowed to function as a registered quantity surveyor.

The primary objective of this article is to identify reasons why professionals do not acquire sufficient CPD hours. The secondary aim is to establish the quantity-surveying professionals' general perception towards the CPD process.

The article also focuses on gaining a better understanding relative to quantity surveyors' views on the current CPD system and to investigate any deficiencies of the current CPD system as well as barriers professionals face that restrict participation in CPD events.

The outcome of the research will be of great significance for incorporation by the SACQSP and quantity-surveying chapters, relative to assisting and further enhancing performance of registered quantity surveyors managing their CPD profile much more acceptably, thus ensuring long-term success.

2. Review of the related literature

2.1 What is CPD?

According to Clyne (1995: 15), CPD can simply be defined as “[t]he way in which professionals keep themselves up-to-date and maintain their standards as professionals in the practice of the work they do”.

Houle (cited in Clyne, 1995: 15) defines CPD as “[t]he ways in which professionals try, throughout their active lives of service, to refresh their own knowledge and ability and build a sense of collective responsibility to society”.

The Royal Institution of Chartered Surveyors (RICS) (2015: online) defines CPD as “[a] commitment by members to continually update their skills and knowledge in order to remain professionally competent”.

RICS (2008) describes CPD in detail, breaking it up and describing each word as follows:

- **Continuing**, because learning never ceases, regardless of age or seniority;
- It is **Professional**, because it is focused on professional competence in a professional role; and
- It is concerned with **Development**, because its goal is to improve personal performance and enhance career progression, which arguably is much wider than simply formal training courses.

In South Africa, CPD for the quantity-surveying profession is administered through the South African Council for the Quantity Surveying Profession (SACQSP), in accordance with the Quantity Surveying Profession Act (Act No. 49 of 2000; *Government Gazette*, 2000) (SACQSP, 2007: 3).

The primary objectives of the CPD system, as set out by the SACQSP (2007: 3) are:

- To enrich professional skills while supporting development in the quantity surveying profession;
- To meet the requirements of the Act;
- To serve as one of the means for renewal of registration, and
- To develop the quantity-surveying profession as an educated society of skilled professionals.

Clyne (1995: 17) explains that the initial training period, such as tertiary education, prepares one for practice. Once a person starts gaining practical experience, the circumstances change once again and professionals in practice require continuous learning from a variety of sources. Professional bodies constitute the most effective approaches to CPD in providing professionals with structured and unstructured learning experiences.

An important characteristic of CPD is that it has the ability to be tailor-made to suit each individual's needs; it is not a one-size-fits-all system, as described by Clyne (1995: 48).

2.2 The need for CPD

According to Clyne (1995: 48), “[p]rofessional people can no longer depend on their initial education and training to equip them for their entire working life”.

The ever-increasing complexity in construction has, to a great extent, contributed to the need for CPD in order to facilitate 'lifelong learning'. Clyne (1995: 48) further states that other changes such as changes in construction techniques, materials, quality control, changes in the traditional roles of various professionals, and radical changes in information technology make CPD an invaluable tool for any profession in order to keep up-to-date in these ever-changing times.

According to Allen & Van der Velden's study ([n.d.]), nearly a third of the skills obtained by graduates were obsolete only seven years after graduation. The main causes of obsolescence could be attributed to shortcomings in education as well as changes in fields of work.

A similar study conducted by Rochester (1993, cited in Le Roux, 2004) revealed that qualification obsolescence sets in after a mere five years, resulting in that the holder of the obsolete qualification finds it difficult to compete in the labour market, reinforcing the importance of CPD throughout a professional's career.

2.3 CPD in the South African quantity surveying profession

The CPD system was introduced on 1 January 1991 in South Africa. The Quantity Surveyors' Act 1970 (Act No. 36 of 1970) mandated the South African Council for Quantity Surveyors (SACQS) to implement a policy of Continuing Professional Development (Cruywagen, 2007: 91). In spite of this opportunity enshrined in the Act, the Council did not elect to do so at the time. Nevertheless, in the 1990s, encouraged by senior academics at tertiary institutions in South Africa and by the RICS, the Council became increasingly sensitive to its own statutory accountability with regard to the maintenance of quantity-surveying professional standards and the quality of tertiary education, as well as developing an acute awareness of the direct impact of legislation on the registration of all professional practitioners allied to the construction industry.

On 5 November 1998, the SACQS accepted the recommendation of the National Board of the Association of South African Quantity Surveyors (ASAQS, 1997) that CPD should become a prerequisite for renewal of the statutory registration of Professional Quantity Surveyors (PrQS) and accordingly, taking into account the South African Qualifications Authority Act, 1985 (Act No. 58 of 1995); the Skills Development Act, 1998 (Act No. 97 of 1998); the Council for the Built Environment Act (draft Bill as at 29 September 2000); the Quantity Surveying Profession Act (also a draft Bill as at

29 September 2000), and the CPD requirements of the International Cost Engineering Council (2000), the SACQS mandated the ASAQs to draft the terms of a policy with which PrQSs would be required to comply with effect from 1 January 1999, and which the ASAQs would administer on behalf of the Council. Accordingly, the ASAQs published its policy entitled '*Continued Professional Development System*' (effective date 1 January 1999).

While the SACQSP actively supported the introduction and implementation of the ASAQs CPD system on 1 January 1999 and notwithstanding the contents of the soon-to-be promulgated Quantity Surveying Profession Act 2000 (Act No. 49 of 2000), nearly eight years passed before action would be taken on 13 October 2006 by the SACQSP to prescribe compliance with the CPD system as a prerequisite for renewal of PrQS' registration in terms of sections 22(1) and (2) of Act No. 49 of 2000.

2.4 SACQSP policy amendments to the ASAQs CPD system

On 13 October 2006, the SACQSP resolved that the CPD system, initially introduced by the SACQS and administered by the ASAQs, would, with effect from 1 January 2007, be amended and administered by the SACQSP in terms of its obligations under Act No. 49 of 2000, and published under the title Continuing Professional Development Policy.

In addition to withdrawing the administration/management of the policy from the ASAQs and transferring these functions to the Council's Registrar's office, the SACQSP amendments to the terms of the renewed policy were far-reaching insofar as PrQS¹ were concerned, because

- i. Commencing on 1 January 2007, compliance with the policy would be a prerequisite, leading to renewal of registration with the Council;
- ii. Five-year renewal of registration would be an administrative process for those who met the CPD requirements and the first date of compulsory re-registration was to be 1 March 2008;
- iii. Minimum/maximum CPD credits (hours) were to be obtained in two categories (accumulated annually) (Category 1: 10 hours minimum and Category 2: 15 hours maximum);
- iv. Submission of CPD records would be in a new format; the Council issued a form for this purpose;
- v. An application form titled *5-Yearly Application for Renewal of Registration* was approved by the Council on 16 October 2007

and circulated to all PrQs with a view to their renewed registration effective on 1 April 2008; and

- vi. Disciplinary measures to be applied by the Council in the event of non-compliance with the CPD policy, was structured and published on the Council's website.

On 20 November 2013, the Council again revised the policy, with emphasis on the types of CPD activities recommended within Categories 1 and 2 and the annual time allocations applicable to each category. Category 1 relates to formal and external activities, including conferences, workshops, lectures, seminars, distance-learning seminars, web-based training such as CCN, publication/presentation of research conducted, individual learning, and self-study such as GoLearning and *Acta Structilia*. Category 2 relates to informal and internal activities, including in-house skills training, organised or formal small-group discussions, professional administration, self-study, undergraduate/postgraduate teaching, postgraduate research supervision, mentoring of candidate practitioners, examination, evaluation, and assessments (SACQSP, 2013).

The Council once again revised the CPD policy, stipulating that all registered candidates and professionals must undertake annually a compulsory online assessment of their understanding of the Council's Code of Professional Conduct (SACQSP, 2015).

2.5 Relevance of CPD

For the CPD system to be relevant for quantity surveyors, it would have to:

- Encourage professionals to achieve and maintain their competence to best serve the needs of their clients;
- Ensure that professionals receive credit and recognition for CPD activities which deliver an advanced level of technical expertise appropriate to professional practice activities; and
- Take into consideration that individual professionals all have varying needs; for example, some professionals have better general management skills, commercial competence or interpersonal communication skills, while others might be lacking in one or more of these areas.

The introduction of a properly structured CPD policy enhances the credibility of both the professional body and its members. Furthermore, a professional body will be perceived as supporting the needs of its members, rather than imposing "more regulations on them from on high a condition that" the CPD system is communicated well

to its members and not simply haphazardly implemented overnight (Le Roux, 2001: 29).

Mandated by the SACQSP, the ASAQS via the Edutech Centre (the educational and technical support arm of the ASAQS) provides events that members can attend in order to keep their CPD portfolio up to date. This is done through Chapters, relevant tertiary institutions as well as a web-based service called "GoLearning" facility. The ASAQS have a policy in place to reach each Chapter with two annual CPD events. The ASAQS negotiate with CPD training providers to reduce costs to bring it to the Chapters at a considerably reduced fee, which is often half of the commercial fee. Any profit made in the larger Chapters is used to subsidize the smaller Chapters.

2.6 Non-compliance with CPD

As stated by the Registrar of the SACQSP, "one can lead a horse to water, but you can't force [it] to drink ..." (SACQSP E-letter 36, 2012). Three weeks prior to the end of the five-year CPD cycle ending December 2012, less than 25% of professional quantity surveyors managed to submit their full quota of CPD records.

A sixty-day automatic extension of time was granted to professionals who were not fully compliant. On 31 May 2013, when the sixty-day deadline expired, the SACQSP reported that there were still registered professionals who were not CPD compliant.

The names of the non-compliant professionals were published on the SACQSP's website as well as in the *Government Gazette* and they were informed that they will be struck off the Councils' register and be prohibited from continuing to practise as registered quantity surveyors (SACQSP E-letter 42, 2013). Each of these professionals was notified at least twice within the sixty-day extension period, during which they were advised of the repercussions of their reluctance to adhere to the requirements of the Act. In 2013, a total of 182 registered professionals were formally de-registered from the SACQSP due to non-compliance (SACQSP E-letter 47, 2013). A number of these members corrected this and re-applied according to the rules as per the SACQSP; in 2014, only 55 remained de-registered, of whom five resigned from the profession and one passed away.

2.7 Benefits of CPD

CPD has far-reaching benefits that extend much further than merely the professional and the firm in which they are employed (Chartered Institute of Purchase and Supply, [n.d.]).

National and public benefits: Oladiran (1999: 161) asserts that “CPD stimulates movement and exchange of professionals, information and sharing of diminishing resources among neighboring states”. Harper & Thomas (2001: 31) confirm this view, stating that skilled professionals are not confined to their physical location.

Benefits of CPD to the professional: CPD gives professionals the ability to build up confidence and credibility; potentially generates higher income by showcasing their achievements; assists professionals in dealing with change by constantly updating their skill set, and identifies gaps in the professionals' knowledge and experience allowing them to address those problems and improve efficiency (CIPD, 2012).

Benefits of CPD to the firm: CPD allows organisations to maximize staff potential by linking knowledge gained from CPD activities to practice; assisting human resource personnel to set objectives for training that are more closely linked to specific business needs, and increasing the firms' image by employing competent and informed professionals (CIPD, 2012). A quantity-surveying firm consists of individual quantity surveyors; therefore, the benefits experienced by individual professionals from CPD also impact on the firm.

A survey conducted by Le Roux in 2004 revealed that benefits arising from CPD/skills enhancement activities accrue to:

- Nations, in terms of national targets, establishment of standards, and promotion of new initiatives (Oladiran, 1999; Senior, 1999; SAQS Act 1995; SDA Act 1998; Mdallana, 2003);
- The public, insofar as confidence is mentioned and respect is generated for those responsible for upgrading and sustaining their professional knowledge and technical skills (Thomas & Harper, 2001; Poitot, cited in Kehl, 1996);
- Communities at large, although the management and development of personnel improving the knowledge and expertise of individuals permeates through their employer organisations and society at large (Oladiran, 1999; ICPD, 2003);
- Professional organisations, by releasing human potential in the working environment and creating positive perceptions that the good example set and visible actions taken by those who undertake CPD supported by their colleagues and professionals in other disciplines to commit themselves to the same development concept (Young, 1996);
- Firms and businesses where CPD is recognised as enhancing an organisation's human resources 'capital' and a vital

means of assessing an individual staff member for progression/promotion (Kanter, 1990), and

- Individual practitioners/service providers (Senior, 1999).

Literature abounds with references to the advantages and benefits accruing to individuals as a result of their participation in CPD activities (Le Roux, 2004: 122, 123, 208-211).

3. Research methodology

Primary and secondary data for this research study was obtained in order to gain further understanding of, and a firm background to the process of CPD. For the purpose of this study, the empirical or primary data was gathered via a structured online questionnaire. This type of survey is easy, cheap and fast to conduct (Struwig & Stead, 2010). Quantitative research techniques involving statistics, tables and graphs were used to analyse data from the sample in order to establish the results.

A questionnaire structured into four sections was administered. Section A consisted of questions aimed at capturing demographic data such as age, gender, qualifications, position within the firm, and number of years practising as a quantity surveyor. Section B consisted of questions relating to CPD requirements as well as participation in CPD activities. Section C consisted of questions aimed at determining the quantity surveyors' perceptions of the current CPD system and whether they find it beneficial. Section D consisted of general questions relating to the questionnaire and gave respondents an opportunity to provide their comments.

Five hundred and seventy two (572) registered quantity surveyors were requested to participate in the research survey nationally. A total of fifty-six (56) e-mails were undelivered. Five hundred and sixteen (516) registered quantity surveyors received the questionnaire. One hundred and thirty-eight (138) completed responses were received four weeks after the first email was sent, representing a response rate of 26%. According to Moyo & Crafford (2010: 68), contemporary built-environment survey response rates range between 7% and 40%, in general.

A 5-point Likert scale was used to obtain the opinions of the respondents and to analyse the results. Leedy & Ormrod (2005: 185) maintain that Likert scales are effective to elicit participants' opinions about various statements. The Microsoft Excel ranking function was used to compute the rank of mean scores recorded in the data analysis. This ranking method enabled the researcher to evaluate

the importance of problems, parameters and individual statements relative to each other.

For the purpose of analysis and interpretation, the following scale measurement was used regarding mean scores: 'never/not important' (>1 & ≤ 1.8); 'seldom/slightly important' (>1.8 & ≤ 2.6); 'sometimes/important' (>2.6 & ≤ 3.4); 'usually/very important' (>3.4 & ≤ 4.2) and 'always/critical important' (>4.2 & ≤ 5.0).

4. Findings and discussion

This section presents the analysis and discussion of the findings obtained from the copies of the administered questionnaires.

4.1 Demographic profile

The findings indicate that the majority of the respondents (86%) are male, 60% are older than 45 years, 83% are married, while 57% are senior professionals with over 20 years' experience. The majority of the respondents (97%) are currently in senior positions, which explains that nearly all the respondents have been exposed to, and are familiar with the CPD system.

4.2 Obtaining CPD hours by registered quantity surveyors

4.2.1 Category 1 CPD activities

This section seeks to establish how important respondents view the Category 1 activities and how evident it is in the real working environment. Table 1 shows that respondents regarded 'Seminars' as the most important CPD activity ($MS=3.03$). 'Workshops' and 'Lectures' were regarded as equally important ($MS=2.99$). Other CPD activities respondents regarded as being important, in order of mean score, were: "Individual learning" ($MS=2.84$), "Formal tertiary studies" ($MS=2.77$), "Distance-learning seminars" ($MS=2.71$), and "Acta Structilia" ($MS=2.66$).

Respondents regarded the Construction Communication Network (CCN) as the least important activity ($MS=2.23$). The analysis shows that respondents regard Category 1 activities as 'slightly important' to 'important'.

Table 1: Category 1 CPD activities (importance)

Statement	1 = Not important, 3 = Important, 5 = Critical					Unsure (%)	Mean score (MS)
	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)		
Conferences	17.4	34.1	32.6	15.2	0.7	0	2.48
Congresses	20.3	38.4	27.6	13.0	0.7	0	2.36
Workshops	6.5	18.9	44.9	29.0	0.7	0	2.99
Lectures	7.2	16.7	46.4	29.0	0.7	0	2.99
Seminars	7.3	17.5	43.1	29.2	2.9	0	3.03
Distance-learning seminars	10.9	33.6	33.6	16.1	5.1	0.7	2.71
Individual learning, such as skills training or short-term study at a tertiary institution	12.3	23.2	36.2	20.3	5.8	2.2	2.84
GoLearning	14.5	29.0	31.9	10.1	4.4	10.1	2.56
<i>Acta Structilia</i>	15.2	25.3	32.6	14.5	5.1	7.3	2.66
CCN	19.3	36.3	25.2	5.9	0.7	12.6	2.23
Formal tertiary studies	13.8	29.0	29.0	19.6	7.2	1.4	2.77
Publications in peer-reviewed journals	12.5	33.8	39.7	11.8	0.7	1.5	2.54
Papers presented at accredited conferences or congress/poster presentations	21.0	35.5	27.5	12.3	1.5	2.2	2.36

Table 2 shows that respondents either sometimes or rarely participated in the CPD activities under Category 1, with no activity clearly standing out. However, respondents indicated that they most often use the '*Acta Structilia*' as a source of CPD hours (MS=2.94). The second most preferred activity was 'Seminars' (MS=2.92). It is also evident that respondents rarely engage in 'Papers presented at accredited conferences or congress/poster presentations (MS=1.83). The analysis shows that respondents indicated that there is seldom to sometimes evidence relating to Category 1 activities.

Table 2: Category 1 CPD activities (evidence)

Statement	1 = Not important, 3 = Important, 5 = Critical					Unsure (%)	Mean Score (MS)
	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)		
Conferences	26.1	29.0	26.1	15.2	3.6	0	2.41
Congresses	29.7	33.3	22.5	13.0	1.5	0	2.23
Workshops	11.7	18.2	46.7	23.4	0.0	0	2.82
Lectures	12.4	27.8	37.2	21.9	0.7	0	2.71
Seminars	8.0	23.2	40.6	25.3	2.9	0	2.92
Distance-learning seminars	38.0	25.5	23.4	11.7	0.7	0.7	2.11
Individual learning, such as skills training or short-term study at a tertiary institution	31.1	21.0	29.7	16.7	0.0	1.5	2.32
GoLearning	39.9	23.2	18.8	9.4	3.6	5.1	2.09
<i>Acta Structilia</i>	19.6	17.4	23.9	21.7	14.5	2.9	2.94
CCN	43.5	29.0	15.9	5.1	1.4	5.1	1.86
Formal tertiary studies	51.5	22.1	15.4	9.6	0.7	0.7	1.85
Publications in peer-reviewed journals	47.1	24.6	17.4	8.0	2.9	0	1.95
Papers presented at accredited conferences or congress/poster presentations	53.6	18.8	18.1	7.3	1.5	0.7	1.83

4.2.2 Category 2 CPD activities

This section seeks to establish how important respondents view the Category 2 activities and how evident it is in the real working environment. Table 3 shows that respondents regard 'Mentoring of registered candidates' as 'important' to a 'very important' activity (MS=3.64). Other activities regarded as important, in order of mean score, were 'Self-study' (MS=3.36), 'In-house skills training sessions organised by individual practices' (MS=3.35), 'Professional administration' (MS=3.25), 'Organised, formal small group discussions' (MS=3.13), and 'Undergraduate/post-graduate teaching' (MS=2.80). Respondents regarded 'Supervision of postgraduate research studies' as the least important activity (MS=2.57). The analysis shows that respondents regard the majority of Category 2 activities either slightly important or important.

Table 3: Category 2 CPD activities (importance)

Statement	1 = Not important, 3 = Important, 5 = Critical					Unsure (%)	Mean Score (MS)
	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)		
In-house skills training sessions organized by individual practices	5.8	15.2	29.0	38.4	11.6	0	3.35
Organized, formal small-group discussions	5.8	17.4	40.6	30.4	5.8	0	3.13
Professional administration	5.1	11.7	40.9	35.0	5.8	1.5	3.25
Self-study	2.9	12.3	39.1	37.7	8.0	0	3.36
Undergraduate / postgraduate teaching	12.3	29.7	29.9	18.8	7.9	1.4	2.80
Supervision of postgraduate research studies	18.2	25.5	32.1	18.3	1.5	4.4	2.57
Examinations, evaluations and assessments	18.1	28.3	28.3	18.8	2.9	3.6	2.59
Mentoring of registered candidates	5.1	5.8	30.4	35.5	21.7	1.5	3.64

Table 4 shows that respondents frequently engaged in 'Mentoring of professional candidates' (MS=3.45). However, respondents only sometimes or rarely engaged in the remaining activities under Category two. The second most preferred activity was 'Professional administration' (MS=3.32). Respondents least participated in 'Examinations, evaluations and assessments' (MS=1.96). The analysis shows that respondents overall indicated that there is rarely to sometimes evidence relating to Category 2 activities which could be interpreted as that respondents find it more difficult to obtain Category 2 CPD hours.

Table 4: Category 2 CPD activities (evidence)

Statement	1 = Not important, 3 = Important, 5 = Critical					Unsure (%)	Mean Score (MS)
	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)		
In-house skills training sessions organized by individual practices	11.6	18.1	23.2	37.0	10.1	0	3.16
Organized, formal small-group discussions	11.6	18.8	33.3	31.9	4.4	0	2.99
Professional administration	11.6	9.4	27.5	36.2	13.8	1.5	3.32
Self-study	5.8	13.8	35.5	36.2	8.7	0	3.28

Statement	1 = Not important, 3 = Important, 5 = Critical					Unsure (%)	Mean Score (MS)
	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)		
Undergraduate/ postgraduate teaching	43.5	21.0	18.1	10.1	5.8	1.5	2.13
Supervision of postgraduate research studies	48.5	18.1	17.4	11.6	2.9	1.5	2.01
Examinations, evaluations and assessments	50.7	18.8	15.9	8.0	5.1	1.5	1.96
Mentoring of registered candidates	37.5	6.3	3.1	9.4	0.0	43.7	3.45

4.2.3 Factors affecting CPD participation

This section determines to what level certain factors restrict the participation in CPD activities. Table 5 shows that respondents indicated that their participation is frequently affected by work commitments that restrict participation (MS=3.96); the high cost of some CPD events (MS=3.79), and the duration of activities such as those spanning over multiple days (MS=3.72). This reinforces the fact that the quantity surveyors often have high workloads and tight deadlines, making it difficult to attend formal CPD activities. Furthermore, it suggests that it places a financial as well as a time burden on professionals. It is noteworthy to mention that respondents' participation is rarely affected by a lack of interest (MS=2.53) in the CPD activities presented. Cruywagen's (2007) survey also reflects a similar result. The analysis shows that current activities are stimulating. This also supports the fact that respondents regarded the majority of CPD activities under both Categories 1 and 2 as important.

Table 5: Factors affecting CPD participation

Statement	1 = Not important, 3 = Important, 5 = Critical					Unsure (%)	Mean Score (MS)
	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)		
Geographic	21.7%	18.8%	19.6%	21.7%	17.5%	0.7%	2.94
Financial	2.9%	10.9%	19.6%	36.2%	29.0%	1.4%	3.79
Work commitments	1.4%	3.6%	22.5%	42.0%	30.5%	0%	3.96
Duration of activity	1.4%	9.4%	30.5%	32.6%	26.1%	0%	3.72
Firm structure	16.7%	18.1%	20.3%	16.0%	26.1%	2.8%	3.17
Not interested	18.8%	24.6%	42.9%	12.3%	1.4%	0%	2.53

4.3 Quantity surveyors' opinions about CPD

This section determines the respondents' views on CPD. Table 6 shows that respondents agreed that CPD is beneficial to the quantity surveyor and to the profession ($MS=3.55$).

Furthermore, respondents were 'Neutral' when asked whether:

- CPD is a wasteful activity;
- Keeping their CPD records up to date takes up much of their valuable time;
- It is difficult to acquire the minimum required CPD hours, and
- The current CPD system is user friendly.

However, as far as perceptions regarding CPD, as illustrated in Table 6, are concerned, it is notable that over half (53.7%) of the respondents disagree to strongly disagree ($MS=2.61$) when asked whether CPD is a wasteful activity, suggesting that quantity surveyors perceive that CPD participation adds value in terms of professional skills enhancement and is not a waste of time. Less than half of the respondents (47.8%) noted that acquiring the SACQSP prescribed minimum hours is not onerous ($MS=2.87$). However, maintaining CDP records is a time-consuming (negative) activity ($MS=3.37$) experienced by half (50.8%) of the respondents. Furthermore, only 39.2% of the respondents considered the current CPD system to be user friendly ($MS=3.05$).

The analysis revealed the lack of time ($MS=3.37$) in completing CPD records. This is further supported by the time factor related to work commitments ($MS=3.96$) (Table 5). Cruywagen's (2007) survey also revealed that lack of time is the most important issue.

Table 6: Perceptions about CPD

Statement	1 = Not important, 3 = Important, 5 = Critical					Unsure (%)	Mean Score (MS)
	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)		
The current CPD system is user friendly	8.7	21.0	29.7	34.9	4.3	1.4	3.05
It is difficult to acquire the minimum required CPD hours	10.1	37.7	18.9	21.7	11.6	0	2.87
Keeping your CPD records up to date takes up much valuable time	1.4	23.9	23.9	37.8	13.0	0	3.37
CPD is a wasteful activity	14.6	39.1	23.2	15.2	7.2	0.7	2.61

Statement	1 = Not important, 3 = Important, 5 = Critical					Unsure (%)	Mean Score (MS)
	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)		
CPD is beneficial to you as a quantity surveyor and to the profession	5.8	13.0	18.8	44.9	17.5	0	3.55

5. Conclusion

Respondents regard submitting their CPD records on time as the most important factor when undertaking CPD, in contrast to the evidence suggesting that professionals lack a structured approach to CPD and merely engage in CPD activities when they can find the time or when an event presents itself.

With regard to CPD activities relating to Category 1, respondents most often participate in attending workshops, lectures, seminars, and *Acta Structilia* questionnaires, all of which they regard as being important CPD activities. Regarding Category 2 activities, respondents most often participate in mentoring of registered candidates, professional administration, self-study, in-house skills training sessions, and organised formal small-group discussions, all of which respondents regarded as important activities.

It is also notable that participation in CPD is most frequently affected by work commitments restricting participation; this has a detrimental impact on small and one-man firms. Hence, it can be said that, due to the nature of their work, quantity surveyors are extremely busy and lack adequate time to participate in CPD activities on a regular basis. Participation is further affected by the high financial cost and the duration of some CPD events.

The findings further suggest that quantity surveyors are aware of the potential benefits to them as well as to the quantity surveying profession. Furthermore, respondents do not regard CPD as a wasteful activity, but rather as one adding value to the profession as a whole. However, respondents are still of the opinion that CPD takes up much of their valuable time, time that could otherwise have been spent on work-related activities.

Respondents were neutral when asked whether the current CPD system was user friendly. However, they agreed that there is room for improvement.

In an effort to establish whether there is a link between CPD activities and the core competencies as prescribed by the SACQSP, it was

found that current CPD activities on offer rarely or never assist professionals with updating their skills and knowledge on the core functions of quantity surveying.

6. Recommendations

In order to encourage CPD participation, it is recommended that:

- Events relating to practical aspects of the profession, for example, marketing a built-environment profession, risk in built-environment professional practice and guarantees in construction projects, should be arranged;
- A 'sunset' period could possibly be considered whereby a practitioner with substantial working experience is not obliged to participate in CPD activities;
- Greater effort should be made to ensure CPD activities are more accessible in terms of cost and presented to members in all provinces and not only focused in main centres;
- All ASAQs Chapters should strive to arrange CPD events for members, and
- Quantity surveyors working on unique and challenging projects should be rewarded with CPD hours where they have to educate themselves in terms of new construction methods, materials or systems.

Acknowledgement

The authors are extremely grateful to Prof. (Emeritus) Gaye Le Roux, original initiator of the CPD system for the quantity surveying profession in South Africa, for the valuable contribution to this study.

References list

Allen, J. & Van der Velden, R. [n.d.]. When do skills become obsolete, and when does it matter? [online]. Available from: <<http://www.roa.unimaas.nl/cv/vandervelden/pdf/skillsobsolescence.pdf>> [Accessed: 2 March 2013].

ASAQs (Association of South African Quantity Surveyors). 1997. Unpublished Minutes of the Board meeting held on 25 July 1997 at the ASAQs Headquarters, Waterfall Park, Midrand, South Africa.

Chartered Institute of Personnel and Development. 2012. *Fresh thinking on CPD - The value of what you do*. [online]. Available

from: <<http://www.cipd.co.uk/cpd/aboutcpd/whatiscpd.htm>> [Accessed: 7 March 2013].

CIPS (Chartered Institute of Purchase and Supply). [n.d.]. Continuing Professional Development. [online]. Available from: <<http://www.cips.org/Careers/continuingprofessionaldevelopment/>> [Accessed: 21 August 2013].

Clyne, S. (Ed.) 1995. *Continuing Professional Development: Perspectives on CPD in practice*. London: Kogan Page.

Cruywagen, H. 2007. Continuing professional development for the quantity surveying profession in South Africa. *Acta Structilia*, 14(2), pp. 91-103.

Harper, E.S. & Thomas, P. 2001. CPE: Changing with the profession. American Institute of Certified Public Accountants. *The CPA Journal*, pp. 31-33, February.

ICPD (Institute of Continuing Professional Development). 2003. [online]. Available from: <<http://icpd.org.>> [Accessed: 13 March 2014].

Kanter, R.M. 1990. *When giants learn to dance*. New York: Simon & Schuster.

Kehl, R.J. 1996. Are there benefits to continuing professional development? *Civil Engineering*, 66(10), p. 52.

Leedy, P.D. & Ormrod, J.E. 2005. *Practical research: Planning and design*. 8th ed. Upper Saddle River, NJ: Pearson.

Le Roux, G. 2001. Continuing professional development. Part 2: CPD corner. *ProjectPro: 'The Journal for Project Professionals'*, 11(1/2), p. 29, February.

Le Roux, G.K. 2004. The role of continuing professional development in sustaining professional practice in the built environment professions. Unpublished PhD thesis, Port Elizabeth: University of Port Elizabeth.

Moyo, A. & Crafford, G.J. 2010. The impact of hyperinflation on Zimbabwean construction industry. *Acta Structilia*, 17(2), pp. 53-83.

Oladiran, M.T. 1999. Continuing professional development for practicing engineers in developing countries. *IEEE Transactions on Education*, 42(3), pp. 161-166.

Rochester, J. 1993. Professional Activities Council for Engineers (PACE). In: *Proceedings of the Professional Communication Conference, 1993. 'The New Face of Technical Communication: People, Processes,*

Products', 5-8 October 1993, Philadelphia, Pennsylvania. New York: Institute of Electrical and Electronics Engineers, Inc., pp. 234-238.

RICS (Royal Institution of Chartered Surveyors). 2015. Continuing professional development (CPD). [online]. Available from: <<http://www.rics.org/za/regulation1/compliance1/continuing-professional-development-cpd/>> [Accessed: 2 December 2015].

RICS (Royal Institution of Chartered Surveyors). 2008. *Lifelong learning – A new approach*. [online]. Available from: <<http://www.rics.org/MyRICS/Regulation/Life+Long+Learning+A+New+Approach.htm>> [Accessed: 25 March 2013].

Senior, C. 1999. A global view of CPD. *People Management*, 5(10), p. 62.

Struwig, F.W. & Stead, G.B. 2010. *Planning, designing and reporting research*. Cape Town: Pearson Education South Africa.

SACQS (South African Council for Quantity Surveyors). 1998. Unpublished Minutes of the Council meeting held on 5 November 1998 at the ASAQs Headquarters, Waterfall Park, Midrand, South Africa.

SACQS (South African Council for the Quantity Surveying Profession). 2007. Continuing Professional Development Policy (revised August 2012). [online]. Available from: <[http://www.sacqsp.org.za/resource/collection/DA46D206-7ECC-4B3E-841F-00B5E2FEFCC1/CPD_Policy_\(Revised_24_August_2012\).pdf](http://www.sacqsp.org.za/resource/collection/DA46D206-7ECC-4B3E-841F-00B5E2FEFCC1/CPD_Policy_(Revised_24_August_2012).pdf)> [Accessed: 26 February 2013].

SACQS (South African Council for the Quantity Surveying Profession). 2013. Continuing Professional Development Policy (revised November 2013). [online]. Available from: <[http://www.sacqsp.org.za/resource/collection/DA46D206-7ECC-4B3E-841F-00B5E2FEFCC1/CPD_Policy_\(Revised_20_November_2013\).pdf](http://www.sacqsp.org.za/resource/collection/DA46D206-7ECC-4B3E-841F-00B5E2FEFCC1/CPD_Policy_(Revised_20_November_2013).pdf)> [Accessed: 7 September 2015].

SACQS (South African Council for the Quantity Surveying Profession). 2015. Continuing Professional Development Policy (revised March 2015). [online]. Available from: <[http://www.sacqsp.org.za/resource/collection/DA46D206-7ECC-4B3E-841F-00B5E2FEFCC1/CPD_Policy_\(Revised_30_March_2015\).pdf](http://www.sacqsp.org.za/resource/collection/DA46D206-7ECC-4B3E-841F-00B5E2FEFCC1/CPD_Policy_(Revised_30_March_2015).pdf)> [Accessed: 7 September 2015].

SACQS (South African Council for the Quantity Surveying Profession). 2012. E-letter 36 – CPD Crises. 13 December 2012, p. 1.

SACQS (South African Council for the Quantity Surveying Profession). 2013. E-letter 42 – 5-Year Continuing Professional Development (CPD) Non-Compliance. 4 April 2013, p. 1.

SACQS (South African Council for the Quantity Surveying Profession). 2013. E-letter 47 – The quality of future PRQS and other matters. 10 September 2013, p. 3.

Thomas, P. & Harper, E.S. 2001. CPE: Changing with the profession. American Institute of Certified Public Accountants. *The CPA Journal*, pp. 31-33, February.

Young, C. 1996. How CPD can further organizational aims. *People Management*, 2(11), p. 67.