

# **EDUCATION AND TRAINING CHALLENGES FOR THE MODERN AFRICAN BUILT ENVIRONMENT PROFESSIONAL**

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## Body of Theory

**A professional is required to demonstrate judgement, based on expert knowledge which is 'owned' by those practicing the discipline**

# Professionalism

**“A dignified occupation espousing three fundamental attributes -**

- **knowledge**
- **organisation**
- **ethics of professional service”**

Kimball (1992)

# Reflective Practice

**The cultivation of the capacity to reflect **in** action (while doing something) and **on** action ( after you have done it) is an important feature of professional development**



So what is 'Learning' ?

**A relatively permanent change in  
behaviour that results from practice**

▪ Atkinson *et al*, 1993



*It is what we think we know already that  
often prevents us from learning*

- Claude Bernard

# Clients' satisfaction with services rendered by design team members

Satisfied

Dissatisfied

**Client satisfaction with Architect**

**50%**

**50%**

**Client satisfaction with Quantity Surveyor**

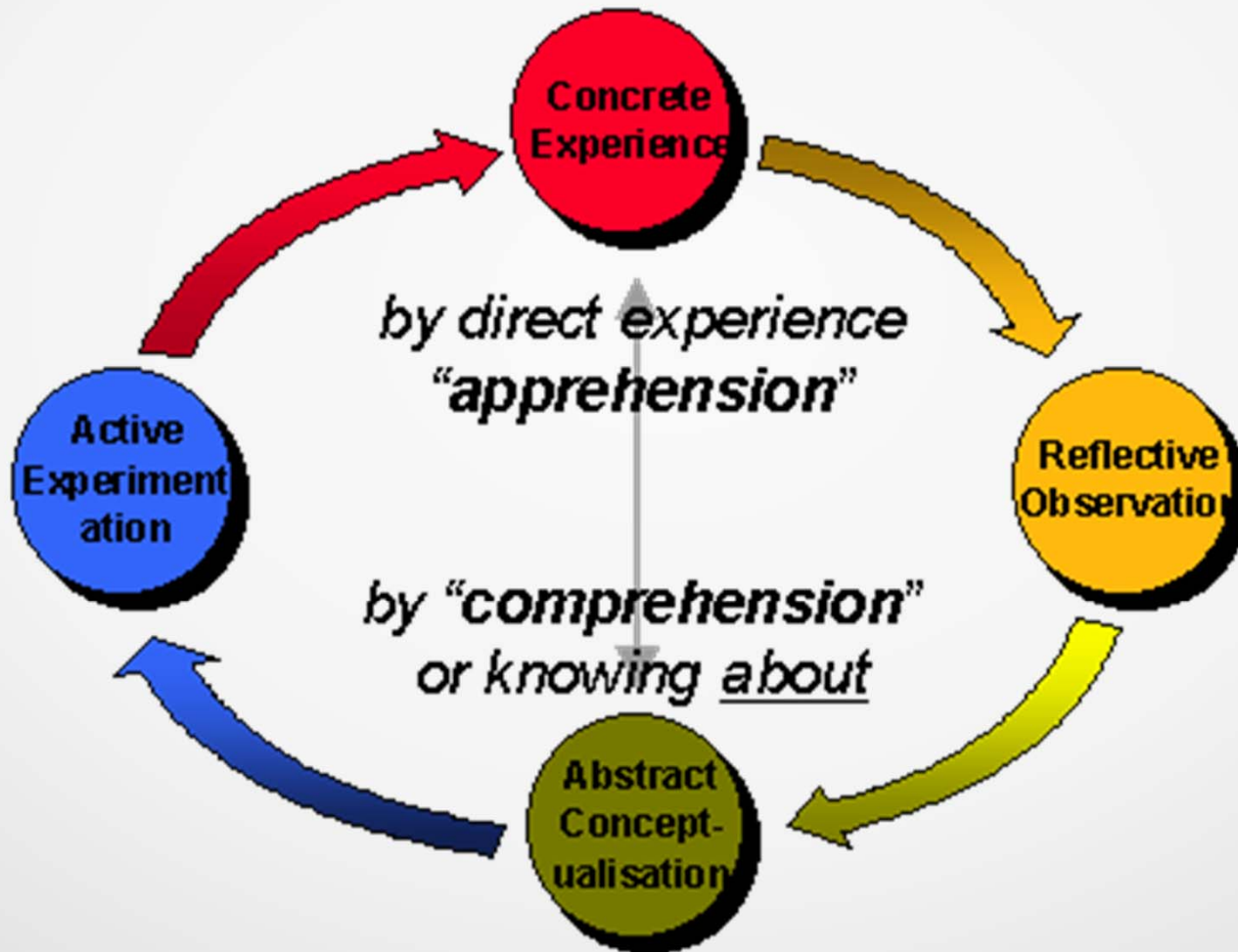
**76%**

**24%**

“Clients perceive the profession to be delivering an inferior service”.....Association of SA Quantity Surveyors (1990)

# Typical Learning Cycles

Two ways of knowing:







*What I hear, I forget; what I see, I remember,  
what I do, I understand*

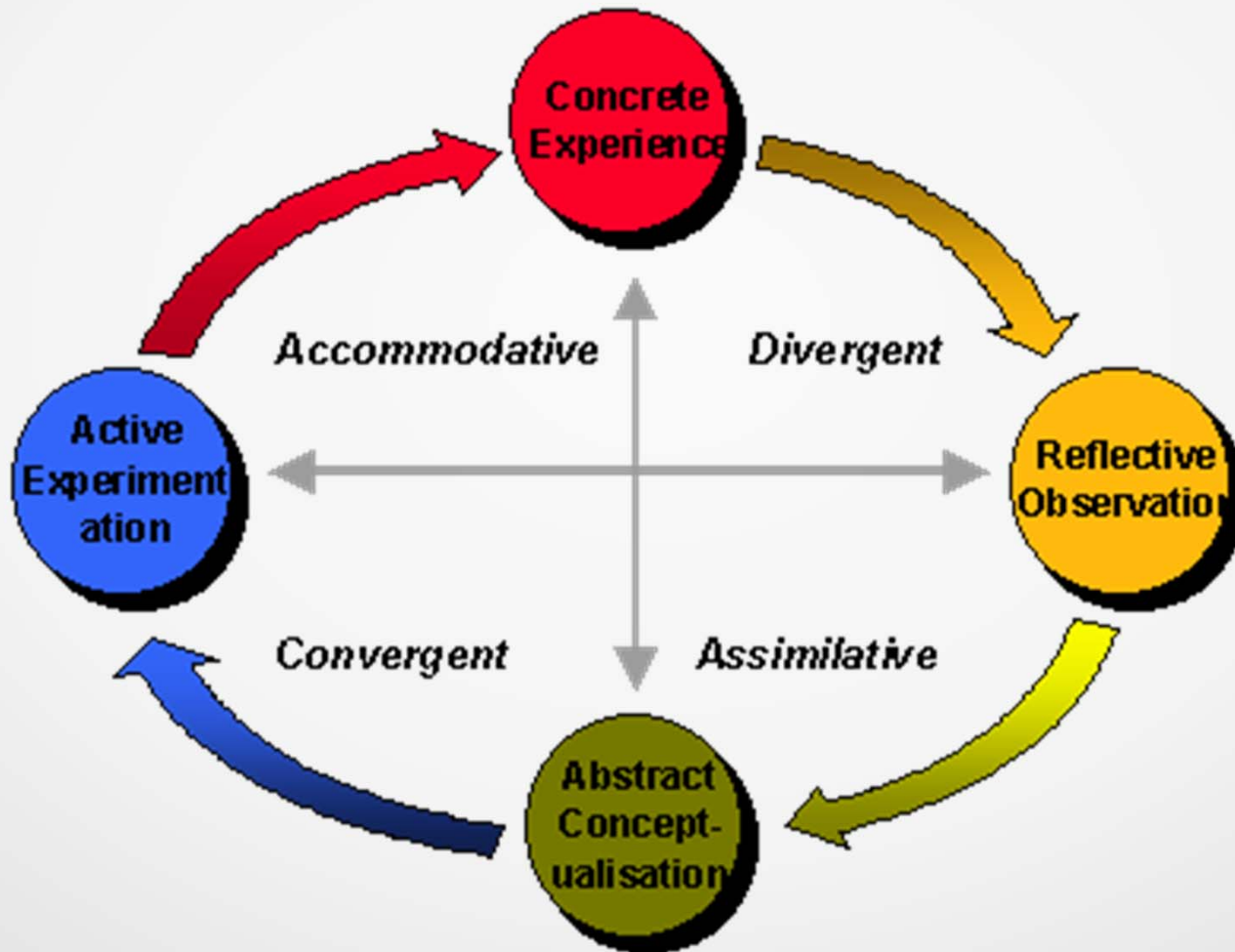
- Chinese Proverb

*We learn to do neither by thinking nor by doing;  
we learn to do by thinking about what we are doing*

- George Stoddard

# Typical Learning Cycle

Leads to four kinds of knowledge:

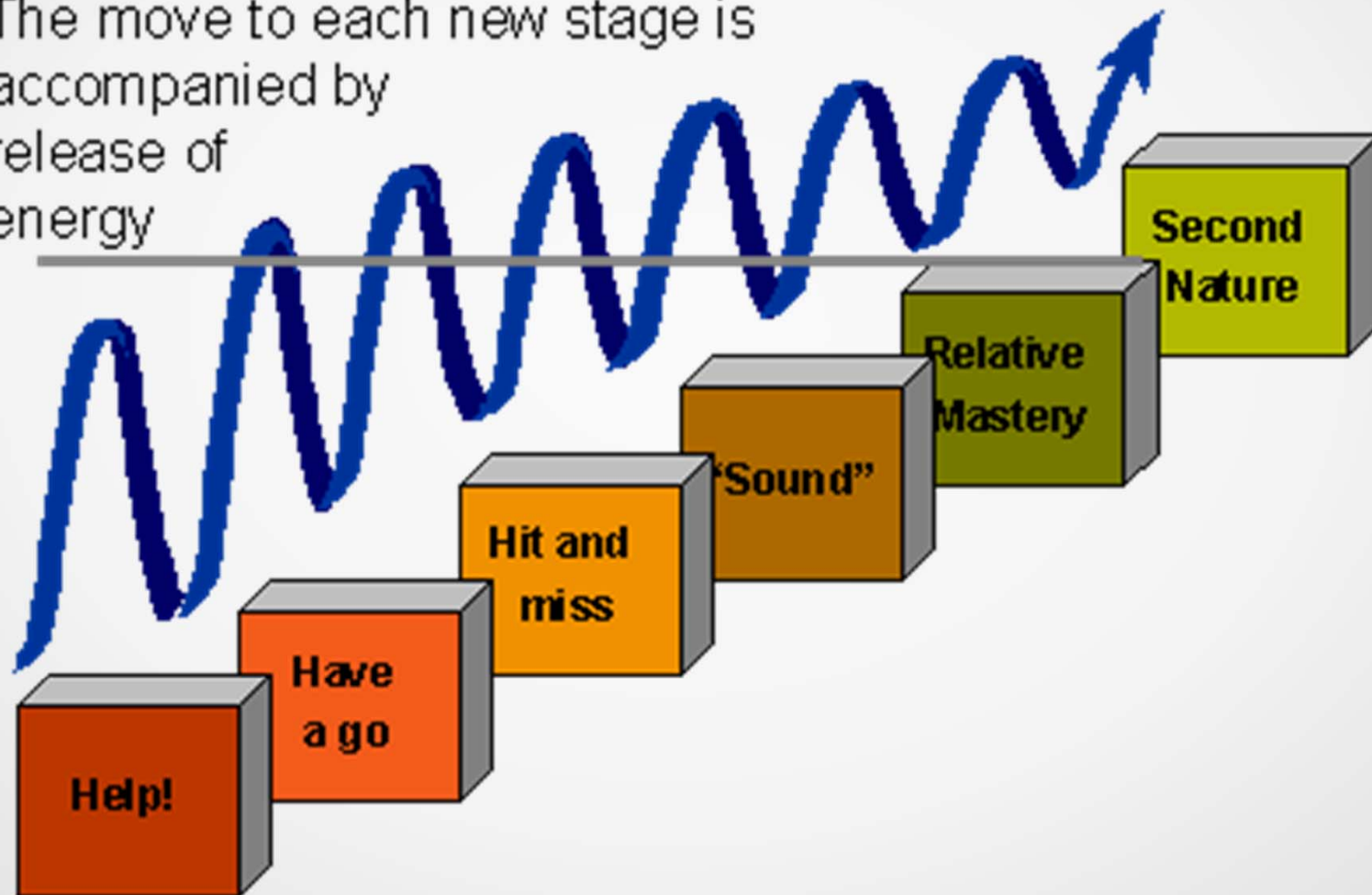




## Reynold's model of developing competence

(adapted). Competence implies increasing *consistency* of quality of practice

The move to each new stage is accompanied by release of energy



# Reflection upon a faltering BE educational system

1. Historical development of educational system
2. Contextualisation in terms of societal developments
3. Proliferation of educational and training facilities
4. Preparedness of students for tertiary education
5. Adequacy of university lecturers
6. Quality and standards at tertiary institutions
7. Profession requirements
8. Professional oversight of tertiary education
9. Accreditation of courses and graduates
10. International Reciprocity of qualifications

# Historical development of educational system

- Technical colleges
- Pupilage and articled clerks
- Part-time university courses
- Fulltime university courses
- Technikons / Universities of Technology

# Contextualisation in terms of societal developments

- × Privilege and social advantage
- × Closing the gap between the 'rich' and the 'poor'
- × Skewed influence of political influence

# Proliferation of educational and training facilities

- ➔ 'Traditional' Universities
- ➔ Transition from colonial base
- ➔ Distance learning initiatives
- ➔ Private universities / Professional academies



# Preparedness of students for tertiary education

- ✓ SA fragmented schooling system during Apartheid
- ✓ Developments in schooling since 1994: rural / urban
- ✓ Declining standards in literacy and numeracy

# Adequacy of university lecturers

- Who is equipped to teach?
- Over- concentration on doctoral studies
- Professorial appointments often not appropriate
- Lowering of standards for educators

# Quality and standards at tertiary institutions

- Fixed facilities
- Research / conferences / international publications
- Low pass marks and expectations
- Declining finances

# Professional oversight of tertiary education

- Requirements for formal recognition nationally
- Primary tertiary qualification / RPL
- In-training period and mentoring
- APC / TPC

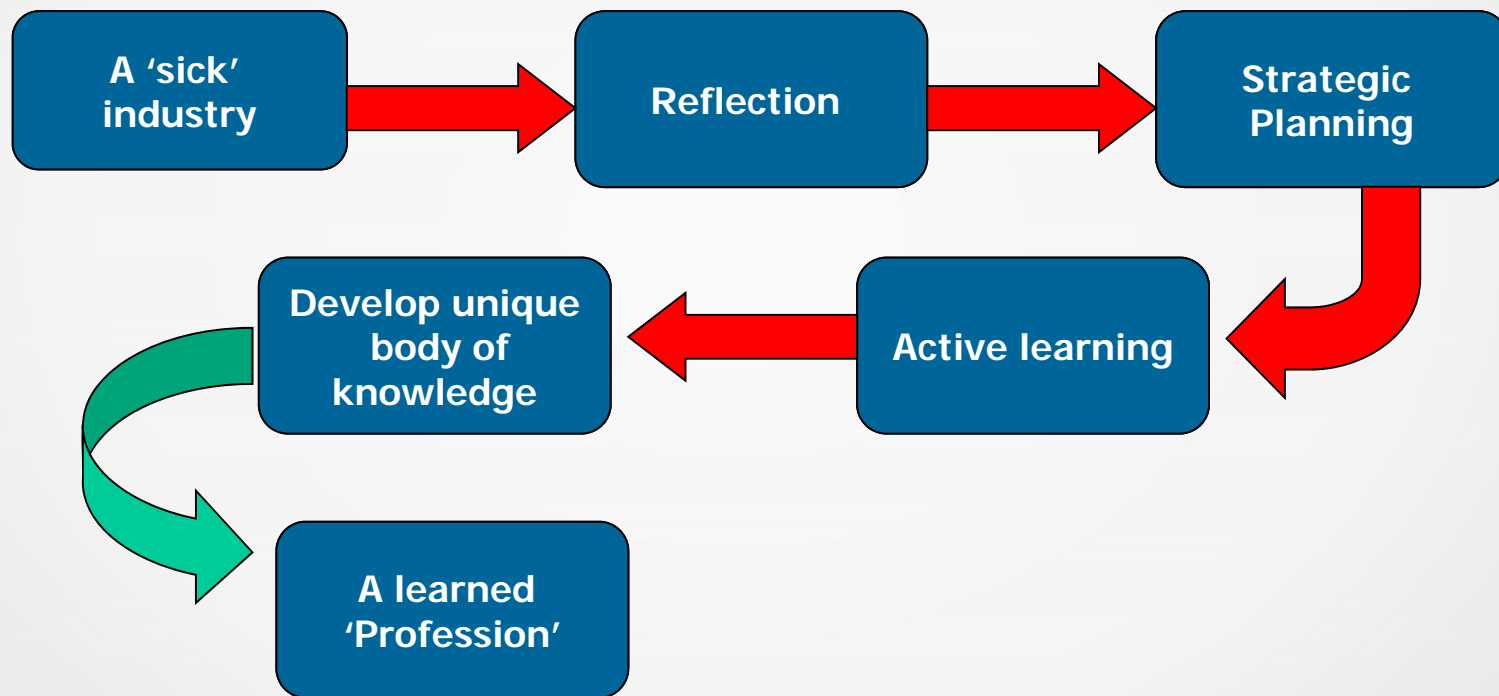
# Accreditation of courses and graduates

- Accreditation Policy
- Experienced / qualified accreditors
- The accreditation process
- Evaluation procedures and transparent publications

# International reciprocity of qualifications

- Continued validity of benchmarks from the past?
- Fraudulent activities in qualifications
- Move to assessment of individual ability?
- Anticipated problems such as 'gatekeeping'

# Adopting a new strategy



# Questions for Consideration

- Are we a 'healthy' profession ?
- Do we know the truth about our performance ?
- Do we want the profession to 'grow' in perpetuity ?
- **No – plenty of evidence**
- **We seem to be content in our ignorance**
- **Or are we merely interested in our own selfish individual prosperity ?**



# The \$64 000 Question

**What is our plan to ensure the future 'health' of the professions ?**

**THANK YOU FOR YOUR ATTENTION**

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