



In search of a Quantity Surveying body of knowledge

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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 - read my ICEC 2004 paper**
- **We seem to be content in our ignorance**
- **Or are we merely interested in our own selfish individual prosperity ?**

Clients' satisfaction with services rendered by design team members

Satisfied

Dissatisfied

Client satisfaction with
Architect

50%

50%

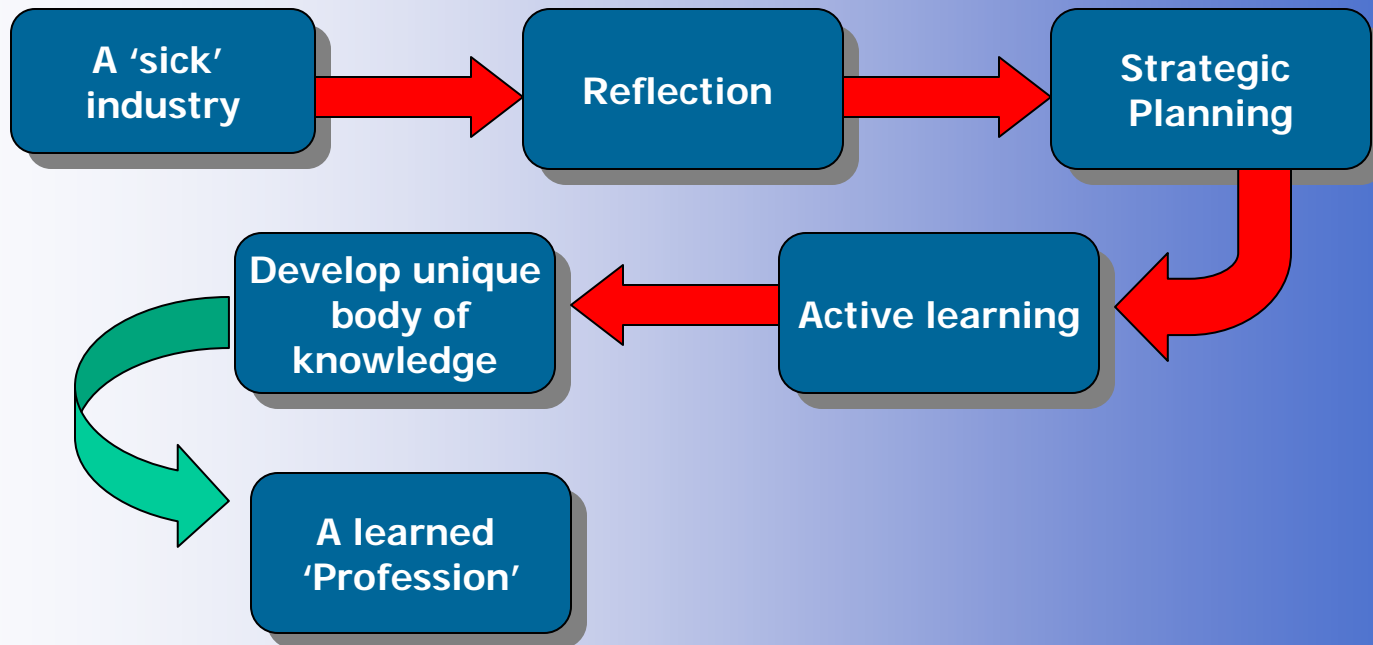
Client satisfaction with
Quantity Surveyor

76%

24%

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

Adopting a new strategy



Enhancing Intellectual Capital

- Tertiary education
- Registration processes and content
- Continuing Professional Development
- Development of a 'real' body of knowledge unique to QS's

Body of Learning

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



Body of Knowledge (1)

“The abstract knowledge needed by practitioners to perform the profession’s work”

Martin & Guerin, 2006

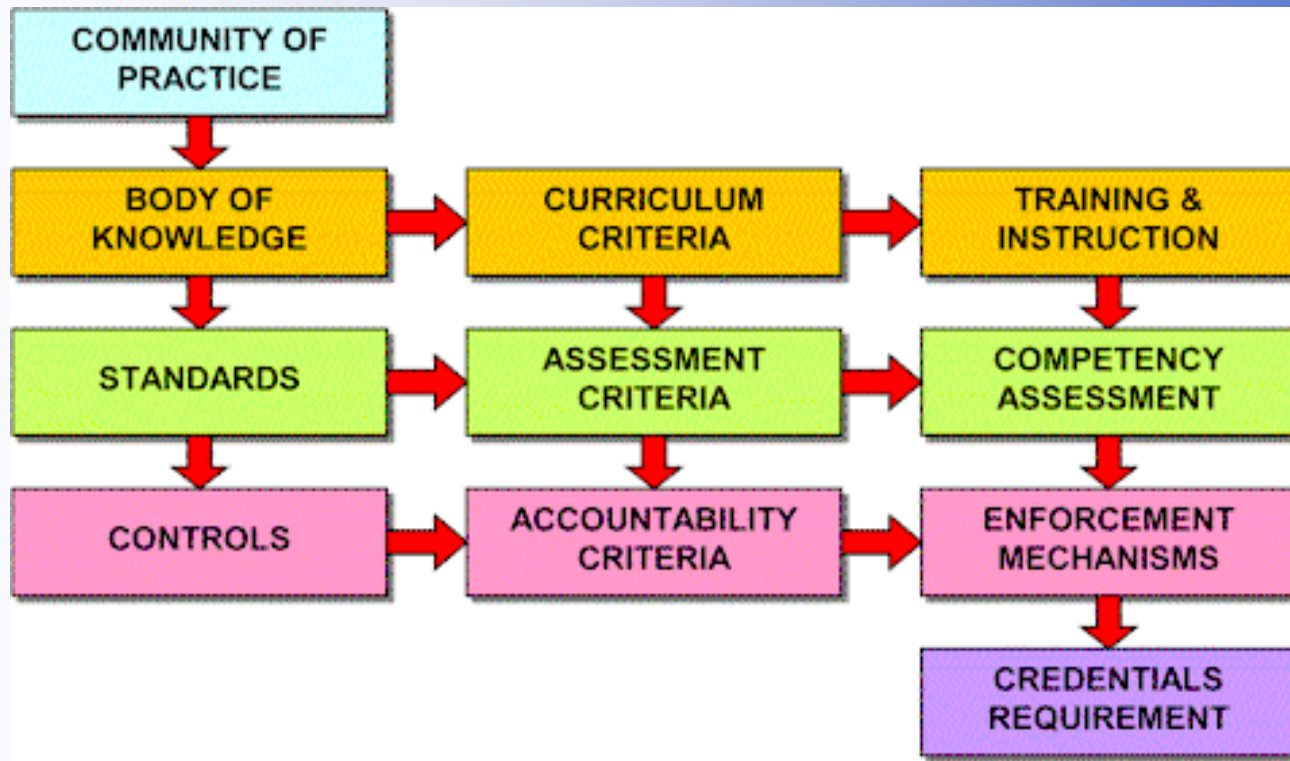


Body of Knowledge (2)

“The prescribed aggregation of knowledge in a particular area an individual is expected to have mastered to be considered or certified as a practitioner ”

Wikipedia, 2007

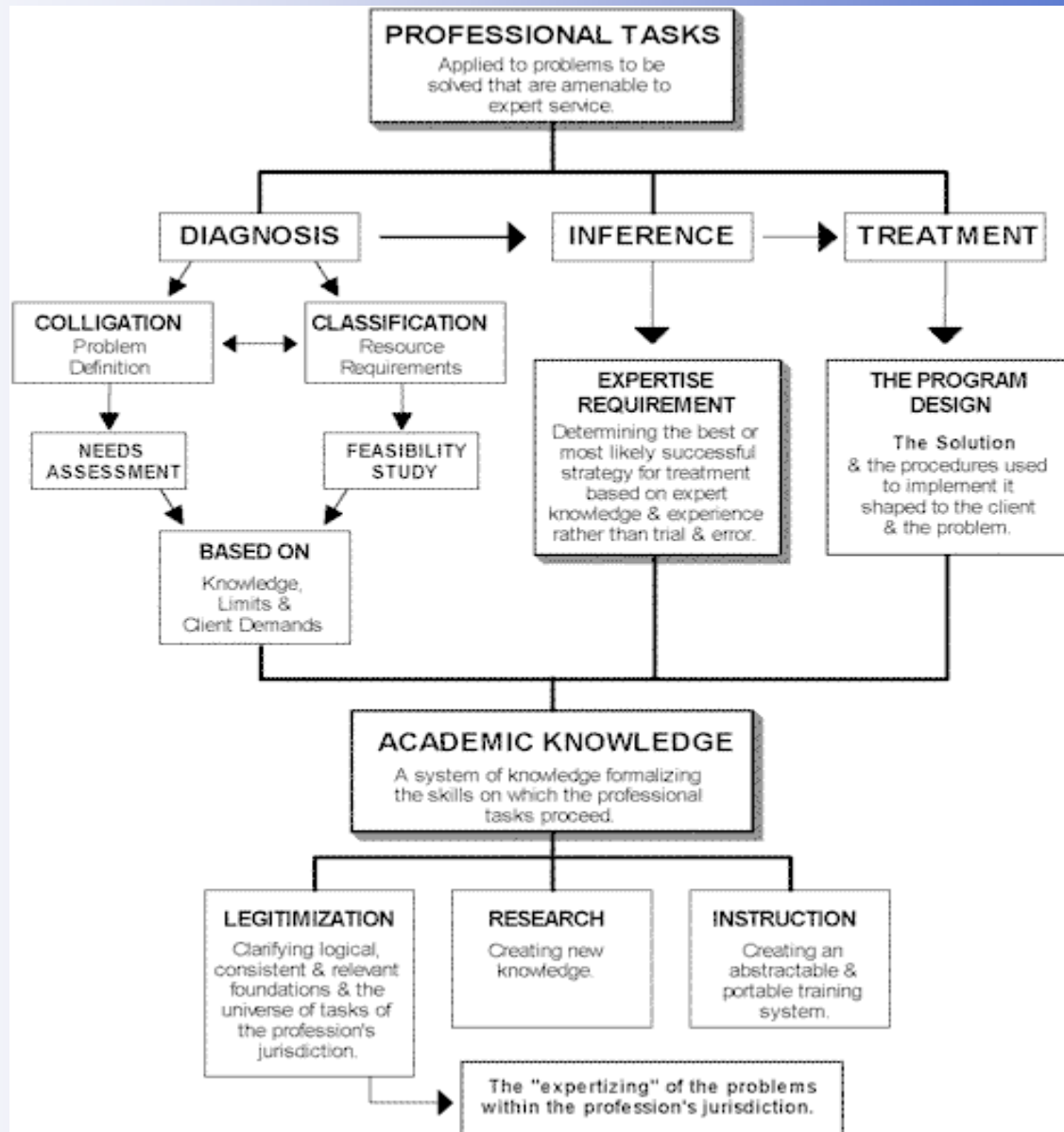
Professionalization process model



Silvers, 2003

Categories of Registration

- **Assistant** - 1 Yr (Cert) [120 credits]
- **Technician** - 2 Yr (Diploma) [240 credits]
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- **Technologist** - 3 Yr (Bachelors) [360 credits]
- **Candidate QS** - 4 Yr (Honours) [480 credits]



Types of Unit Standards (1)

- **Fundamental:** Comprising the learning which forms the grounding or basis needed to undertake the education, training, or further learning required in the obtaining of a qualification. Typically these would comprise generic skills and knowledge areas, such as literacy, mathematics, legal principles, micro-and macro-economics etc

Types of Unit Standards (2)

- **Core:** These are the knowledge areas which are considered compulsory learning required in situations contextually relevant to the particular qualification. For quantity surveying these would include tasks such as the production of financial feasibility studies, preparation of cost estimates, provision of advice on contract and procurement documents, compilation of descriptive quantification documents, and other work commonly undertaken by professional quantity surveyors.

Types of Unit Standards (3)

- **Electives:** This describes all other knowledge areas which are not included in one of the previous categories. The availability of this material is essential in permitting educational providers the opportunity to provide a differentiated programme to those offered by others, as well as accommodating local specialisations.

Development Challenges

- Accredited tertiary institutions
- Rural based participants
- National legislative requirements
- Post-qualification training and experience assessment
- Resource constraints of Professional Body managing the process



Where to now ?

**Keep an eye on the website of the
SA Council for the Quantity Surveying
Profession – www.sacqsp.co.za**