Close out Report

of the New Universities Project Management Team on the
Development of New Universities in Mpumalanga and the Northern Cape

01 NOVEMBER 2011 - 31 JULY 2017
Chapter 11
Client focus on development
11. Client Focus on Development

Delivering projects on time, on budget and to the highest standard is the concern of clients and project teams around the world. However, DHET and the NUPMT recognised that the delivery of the first two universities in post-apartheid South Africa placed a special onus on them as joint client, to ensure that best practice was put into operation in the way these projects were delivered. The temporary nature of their role as “caretaker” client amplified this responsibility as did the fact that although the development of the two universities was a national responsibility, project delivery took place in two provinces with their own high expectations not only of the end product but also for their role in the construction process.

11.1 Towards a Construction Delivery Strategy

DHET considered the investment in higher education infrastructure as an important instrument to drive national development objectives such as economic transformation and employment creation. It further recognised that the nature of construction projects resulting from such investments involves the management of a supply chain comprising a diverse range of goods and services with the potential for stimulating local development and employment opportunities. These considerations underpinned the delivery and contracting strategies adopted.

A brief set of proposals was put forward by the NUPMT for approval within the Technical Integration Committee and for engagement with various stakeholders - on a construction contracting strategy[11-1] that must:

a) Ensure competent, cost effective and timely completion of campus buildings and infrastructure;

b) Promote empowerment;

c) Promote local content, job creation and skills development;

d) Be supported by stakeholders.

The proposals suggested that tenders for the main contractors would need to target contractors, preferably with a CIDB grading designation of Grade 8 and above. However, it was subsequently realised that there were no Grade 8 contractors in the Northern Cape and so the requirement was reduced to Grade 7 in order to try to target the available provincial contractors. It was agreed that at least two main contractors would be appointed in each province on 3-year framework contracts that would enable a medium term period within which to address the agreed development objectives.

The primary procurement objectives for the New Universities project were:

a) Cost: Deliver the university within a control budget;

b) Cost: Ensure that expenditure is within the amounts allocated in each financial year of the MTEF period and is capable of being accelerated should additional funding become available;

c) Time: Ensure that teaching spaces are capable of being occupied at the start of the required academic year, which meant that time would be of the essence.

d) Quality: Provide works that are capable of being readily maintained;
e) Quality: Make use of expertise within universities to ensure that the designs of the teaching spaces are aligned with current and future best practice;

f) Quality is such that maintenance costs are minimised.

It was agreed that the appointment of the main contractors would be assessed on the basis of quality, price, and empowerment preference in accordance with government's Preferential Procurement Policy Framework Act. In addition, in terms of the Outline Construction Delivery Strategy, it was agreed that in order to strengthen provincial participation, the main contractors would be “required to achieve targets for the following development objectives:

a) **Empowerment and Local Content:** The main contractors will be required to put forward, targets for employing and developing local sub-contractors (bricklaying electrical, plumbing, etc.);

b) **Local employment:** Appointed main contractors will be required to employ a minimum of 30% of the workforce from the local community;

c) **Skill Training:** The main contractors will be required to provide practical training opportunities to students (TVET or University) in the built environment professions (e.g. Construction/ Project Management, various engineering disciplines and artisans, etc.) based on requirements specified in the tender documents;

d) **Community and Other:** The main contractor will be required to put forward proposals on community development (e.g. numeracy, adult education) and other areas of social investment (e.g. bursaries);

e) **Maximum use of local materials will be essential.**"

Neither DHET nor the Wits NUPMT had had direct experience with local development challenges and much was learned from the NIHE experience at Siyabuswa. It was understood from the outset that effective implementation of the development objectives would require engagement with key stakeholders such as the respective Provincial Government, Local Authorities, local Chambers of Commerce, etc. In this context it was further understood that it would be important to establish appropriate communication and a liaison committee in each centre.

Already at this early conceptual stage the client anticipated the possible “need to establish and manage ... a database of potential subcontractors and local suppliers” and that management of these aspects would require staffing, monitoring and reporting. However, the intensity of effort involved in this development focus would only become apparent later. Nevertheless, it proved to be the correct focus in terms of the project’s legacy, and in terms of the risk entailed had an inadequate local development strategy been adopted.

### 11.2 PROCUREMENT OF MAIN CONTRACTORS

The procurement of main contractors for the start of major new construction work was informed by the objectives set out in the outline construction delivery strategy, including the deliberate strategy to promote provincial and local capability. The scope of the first phase of work planned for the 2016 and 2017 academic years was substantial, requiring the construction of large, multi-storey buildings to accommodate 700 students at SPU and 1255 students at UMP by 2016.
Fig 11.1: Buildings 1,2 and 3 on the Sol Plaatje Central Campus - Completion date January 2016. (Photo taken approximately March 2015)

Fig 11.2: Building 06 – assembly of buildings at University of Mpumalanga - Completion date January 2016. (Photo taken approximately March 2015)
This phase of construction would establish core campuses at each university with some 16 new multi-storey buildings at a total estimated construction cost of R1.2b. The buildings included laboratories, lecture auditoria and teaching facilities, academic offices, libraries, residences and student facilities. In total, the construction of more than 80 000m² of new buildings was envisaged to accommodate the planned 2017 student numbers.

From the outset, it was understood that the size and nature of the work together with the envisaged delivery time frames, would require the appointment of large and competent general building contractors at a CIDB grading Level 8GB or 9GB. While the CIDB Register of Contractors listed seven contractors in these categories in Mpumalanga, this was not the case in the Northern Cape. Unfortunately, the CIDB Register of Contractors only listed one potential Grade 8 contractor in the Northern Cape. For this reason, a conscious decision was taken to lower the requirement to a CIDB grading Level 7GB or higher, increasing the eligible provincial contractors to four in the Northern Cape and to 27 in Mpumalanga.

A rigorous three-stage competitive negotiation procurement process was adopted to ensure that qualifying contractors were sourced. This process is described in the Chapter dealing with procurement. The Tender Evaluation Committee included representatives from DHET, Wits, each of the respective universities (UMP and SPU) and each of the respective local municipalities (Mbombela and Sol Plaatje).

Calls for Expressions of Interest were advertised from 25 May 2014 on the New Universities Website and in newspapers, nationally and provincially as follows:

- Northern Cape: Sunday Times, Diamond Fields, Die Volksblad and Noordkaap;

At SPU, three framework contracts were awarded, to Trencon Construction, to Qualicon Construction and to Murray and Dickson Construction. Based in Gauteng, Trencon (CIDB GB9) was the largest 100% black-owned construction company in South Africa, with a B-BBEE Level 2 rating. It also boasted a black women ownership of 30%. Qualicon (CIDB GB7) had a B-BBEE Level 2 rating and was based in the Free State. Murray and Dickson (CIDB GB8) had a B-BBEE Level 3 rating and is based in Gauteng.

For the construction of UMP, two framework contracts were awarded to Trencon Construction and to Norse Projects. Norse Projects (CIDB GB8) is Mpumalanga-based and had a B-BBEE Level 7 rating.

On the positive side it was felt that contracts had been awarded to companies that:

- Have the proven capability to deliver the planned buildings on time, on budget and to the envisaged quality;
- By and large reflect a commitment to empowerment and positive transformation, with room to improve in the case of Norse Construction.

However, the outcome of the procurement process did not deliver the hoped for participation of provincially-based, Black-owned companies.
Table 11.1: Northern Cape - CIDB registered contractors in General Building (GB) category

<table>
<thead>
<tr>
<th>Town</th>
<th>Active CIDB registered contractors</th>
<th>Tender value range</th>
<th><strong>Grade 6</strong></th>
<th><strong>Grade 7</strong></th>
<th><strong>Grade 8</strong></th>
<th><strong>Grade 9</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Up to R13m</td>
<td>Total</td>
<td>% PE*</td>
<td>Total</td>
<td>% PE*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Up to R40</td>
<td>Total</td>
<td>% PE*</td>
<td>Total</td>
<td>% PE*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Up to R130m</td>
<td>Total</td>
<td>% PE*</td>
<td>Total</td>
<td>% PE*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&gt; R 130 m</td>
<td>Total</td>
<td>% PE*</td>
<td>Total</td>
<td>% PE*</td>
</tr>
<tr>
<td>Barkley West</td>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Calvinia</td>
<td></td>
<td></td>
<td>1</td>
<td>100%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Danselruil (142km from Kimberley)</td>
<td></td>
<td></td>
<td>1</td>
<td>100%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Kimberley</td>
<td></td>
<td></td>
<td>5</td>
<td>100%</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Kuruman</td>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Springbok</td>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Upington</td>
<td></td>
<td></td>
<td>3</td>
<td>100%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td></td>
<td>10</td>
<td>100%</td>
<td>3</td>
<td>67%</td>
</tr>
</tbody>
</table>

Table 11.2: Mpumalanga - CIDB registered contractors in General Building (GB) category

<table>
<thead>
<tr>
<th>Town</th>
<th>Active CIDB registered contractors</th>
<th>Tender value range</th>
<th><strong>Grade 6</strong></th>
<th><strong>Grade 7</strong></th>
<th><strong>Grade 8</strong></th>
<th><strong>Grade 9</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Up to R13m</td>
<td>Total</td>
<td>% PE*</td>
<td>Total</td>
<td>% PE*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Up to R40</td>
<td>Total</td>
<td>% PE*</td>
<td>Total</td>
<td>% PE*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Up to R130m</td>
<td>Total</td>
<td>% PE*</td>
<td>Total</td>
<td>% PE*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&gt; R 130 m</td>
<td>Total</td>
<td>% PE*</td>
<td>Total</td>
<td>% PE*</td>
</tr>
<tr>
<td>Nelspruit</td>
<td>35</td>
<td></td>
<td>35</td>
<td>94%</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>Outside of Nelspruit but within 150 km from Nelspruit</td>
<td>11</td>
<td></td>
<td>11</td>
<td>82%</td>
<td>6</td>
<td>83%</td>
</tr>
<tr>
<td>Greater than 150 km from Nelspruit</td>
<td>34</td>
<td></td>
<td>34</td>
<td>94%</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>Total for Mpumalanga Province</td>
<td>80</td>
<td></td>
<td>80</td>
<td>93%</td>
<td>20</td>
<td>95%</td>
</tr>
</tbody>
</table>

*Potentially emerging enterprise, owned, managed and controlled by black people*

In the Northern Cape only one of the four eligible contractors in the province registered in Grades 7 and 8 submitted an Expression of Interest (EI), and this was eliminated due to the poor quality of the submission.

In Mpumalanga the response was less acceptable, with only two submissions, received from 27 potentially eligible contractors in the province (Grades 7 – 9) of which 21 were black owned companies. One of the submissions was from a grade GB9 Black-owned company and was of poor quality. The other was from a grade GB8 company that went on to be awarded one of the contracts but had a low empowerment rating.
11.3 BOLSTERING PROVINCIAL PARTICIPATION

In alignment with the outline construction delivery strategy, specific development objectives were firmly integrated into the procurement strategy over and above the requirement to ensure competent, cost-effective and timely completion of campus buildings and infrastructure. Through the procurement strategy, the development objectives were translated into specific key performance indicators (KPIs) with required targets as follows:

- Local participation goal relating to the employment of local people, local subcontractors and local suppliers of between 30% and 50%, and in Nelspruit as high as 95%;\(^{[11-2]}\)

- Broad-based black economic empowerment spend of 60% calculated in accordance with the scorecard for preferential procurement;\(^{[11-3]}\)

- Direct employment goal (percentage of the total number of equivalent days worked by people employed on the site who are local) of between 30% and 95% with sub-targets for youth and women;\(^{[11-4]}\) and

- Skills development goal (skills development opportunities which result in nationally accredited outcomes) of 250 hours per million rand expenditure.\(^{[11-5]}\)

Low performance damages were included in the contracts to encourage contractors to achieve the targets.

As reported later, these targets were ultimately met on all except one contract at SPU, where the client was forced to invoke low performance damages of over R700 000. It was also anticipated that the minimum requirements set out above would be increased as contractors became increasingly familiar with the environment and the potential of the local construction capacity. This expectation materialised in mid-2016 when both universities took over the next stages of the projects.

The client invested R 1 233 222 in the development of a provincial supplier database to facilitate access by local subcontractors and suppliers, who were encouraged to register their interest in participating in the construction programme by completing an application form available from the Construction Website specifically set up for this purpose. Links to the Construction Website were available from the respective university websites and NUPMT website. Applicants were required to submit their applications either by hand or by post to a central point where they could be validated and captured on the database. The aim was to use the database to link the demand for goods and services generated by the construction projects to the supply within the respective provinces. Such a

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**SPU Supplier Database**

By May 2017, the SPU supplier database carried a total of 312 provincial vendors, reflecting their BBBEE status, locality and reference. Most were from Kimberly.

Types of trade listed include general, masonry work, heating, ventilation and air conditioning, electrical works, audio-visual installations, fencing and hoarding, in site concrete, metal works, furniture and kitchen equipment, landscaping, painting, carpentry, demolitions and site clearances, data network cabling, laboratory services, building management systems, earthworks, CCTV, burglar alarms and access control, ceilings, partitions and access floors,
list had to provide verified information to enable the contractors to make informed commercial decisions regarding the potential capability and capacity of such enterprises.

**11.4 Achievement of Construction Development Targets**

Following the refinement of the construction costs, the project managers at both universities worked with the Contractors to establish the targets based on the KPIs. The construction development targets are set out in the Table 11.3.

**Table 11.3: Construction Development Targets**

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>SPU Targets</th>
<th>UMP Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expenditure on the employment of local sub-contractors and suppliers as well as labour</td>
<td>R179 million</td>
<td>R200 million</td>
</tr>
<tr>
<td>2. Direct employment of local labour in terms of the number of person days worked by local people</td>
<td>Employment of 266 persons on average for the full contract period</td>
<td>Employment of 327 persons on average for the full contract period</td>
</tr>
<tr>
<td>3. Broad-based Black Economic Empowerment spend aligned with the scorecard for preferential procurement</td>
<td>R245 million</td>
<td>R186 million</td>
</tr>
<tr>
<td>4. Skills development towards nationally accredited outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Method 1</strong>: structured work experience learning opportunities towards a part or a full occupational qualification</td>
<td>21 220 Hours (2 625 Days)</td>
<td>30 796 Hours (3 422 Days)</td>
</tr>
<tr>
<td><strong>Method 2</strong>: structured work experience learning opportunities for apprentices or other artisan learners</td>
<td>29 130 Hours (3 641 Days)</td>
<td>47 972 Hours (5 325 Days)</td>
</tr>
<tr>
<td><strong>Method 3</strong>: work integrated learning opportunities for University of Technology or Comprehensive University national diploma students</td>
<td>25 707 Hours (3 213 Days)</td>
<td>31 944 Hours (3 549 Days)</td>
</tr>
<tr>
<td><strong>Method 4</strong>: structured work experience opportunities for candidates towards registration in a professional category of registration</td>
<td>13 443 Hours (1 680 Days)</td>
<td>12 834 Hours (1 426 Days)</td>
</tr>
</tbody>
</table>
It is worth noting that the scale and the scope of opportunities for the provision of goods, services and labour are dependent on the stages of the construction programme. During the base and form stage there is limited opportunity for sub-contractors and suppliers. An increasing range of opportunities become available during the next stages, as indicated in Figure 11.3. During the early stages (site preparation, bulk earthworks, footings and concrete slabs) there is limited opportunity for sub-contractors and suppliers. An increasing range of opportunities becomes available during the subsequent stages.

Figure 11.3: Availability of opportunities in stages of construction programme

Achievement of the targets set is described briefly below.

a) Target: Employment

At the start of the construction programme in October 2014 a total number of 194 people was employed at the construction sites at SPU and UMP. This has since escalated rapidly to a total number of 1 353 for the month of March 2016. The number of local people employed was 878.

On average, 1 031 people have been employed on a monthly basis over this period of which 654 (63%) have been local. At the start of the construction programme, only seven women were employed on site. This number has since increased to 186 in March 2016. On average, the number of women represents 10% of workers employed on site. Nearly three-quarters (75%) of all workers employed on site are young people.
b) Target: Skills development

The construction of South Africa’s two new universities has enabled 545 people to access opportunity for structured workplace learning experience towards a qualification. The skills development goal is aimed at providing opportunities for structured work learning experience towards the achievement of a part or full occupational, artisanal or professional qualification. Contractors were required to provide four methods of structured work learning opportunities towards the attainment of:

- A part-, or full occupational qualification registered on the National Qualification Framework (Method 1);
- A trade qualification leading to a listed trade (Method 2);
- A national diploma registered on the National Qualification Framework (Method 3); or
- Registration in a professional category by a recognised professional body or statutory council (Method 4).

The focus on structured workplace learning responds directly to the difficulties experienced by many learners who struggle to find workplaces where they can complete the practical component of their qualifications. Since construction started in October 2014, a total of 545 learners were provided with 41 537 days of workplace learning experience by the end of March 2016, as shown in the Table 11.4.

**Table 11.4: Skills Development**

<table>
<thead>
<tr>
<th>Method</th>
<th>SPU Days</th>
<th>SPU Learners</th>
<th>UMP Days</th>
<th>UMP Learners</th>
<th>Examples of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method 1</td>
<td>8 774</td>
<td>176</td>
<td>10 194</td>
<td>99</td>
<td>Scaffolding Inspector &amp; Erector; Working at Heights; Shot fixing; Safety, Health and Environment; Banksman; First Aider; Crane Operator; Dumper Operator; and Telehandler.</td>
</tr>
<tr>
<td>Method 2</td>
<td>5 585</td>
<td>57</td>
<td>7 473</td>
<td>160</td>
<td>Plumber; Carpenter; Plasterer; Welder; Bricklayer; Power Floating Supervisor; Tiler; and Scaffolding/Formwork.</td>
</tr>
<tr>
<td>Method 3</td>
<td>3 329</td>
<td>16</td>
<td>2 636</td>
<td>18</td>
<td>National Diploma: Civil Engineering; and National Diploma: Building Science.</td>
</tr>
<tr>
<td>Method 4</td>
<td>2 165</td>
<td>5</td>
<td>1 381</td>
<td>14</td>
<td>Quantity Surveyor; Engineer; Construction Manager.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>19 853</strong></td>
<td><strong>254</strong></td>
<td><strong>21 684</strong></td>
<td><strong>291</strong></td>
<td></td>
</tr>
</tbody>
</table>

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Furthermore, at SPU links were established with Sector Education and Training Authorities to support work-place based learning opportunities for their learners. Fifty bricklayers were able to complete their qualifications as a result of a partnership with the Construction Education and Training Authority (CETA). Five female learners were also provided with an opportunity to complete their N6 Diplomas in Marketing Management, Management Assistant, Public Management, and Human Resources Management, as a result of collaboration with the provincial office of the Education and Training Development SETA (ETDP SETA).

**c) Target: Local Expenditure**

Contractors at the UMP were able to exceed their target on local expenditure as early as March 2015. Contractors had jointly committed to achieving 44% of construction spend on local expenditure. At the end of March 2016, Contractors had spent 73% of total construction spend locally on local labour, subcontractors and suppliers amounting to R174 million as shown in the Table 11.5.

Contractors at the SPU made a slower start and were only able to achieve the targeted level of local expenditure of 36% by September 2015. By the end of March 2016, Contractors achieved local expenditure of 38% of construction spend, amounting to R188 million.

**Table 11.5: Local Expenditure**

<table>
<thead>
<tr>
<th></th>
<th>Total Actual Spend to Date</th>
<th>% Target of Local Expenditure</th>
<th>Actual Local Expenditure Spend</th>
<th>Actual %</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPU</td>
<td>R 502 312 001.95</td>
<td>36%</td>
<td>R 188 254 116.65</td>
<td>38%</td>
</tr>
<tr>
<td>UMP</td>
<td>R 237 820 000.00</td>
<td>44%</td>
<td>R 174 130 000.00</td>
<td>73%</td>
</tr>
</tbody>
</table>
In total, the first phase of the project (October 2014 to March 2016) has contributed R362 million directly into the local economies of Nelspruit and Kimberley through spending on local labour, sub-contractors and suppliers. Local expenditure represents a direct investment into the provincial economy and does not take into account the multiplier effects resulting from salaries, wages and profits.

\[ d) \text{ Target: } \text{Broad-based Black Economic Empowerment} \]

Contractors were required to spend 60% of procurement on Broad-based Black Economic Empowerment (B-BBEE). The calculated B-BBEE procurements amounted to R195 million (88%) and R327 million (78%) by contractors at UMP and SPU respectively as shown in the Table 11.6:

<table>
<thead>
<tr>
<th></th>
<th>Total Actual Procurement Spend</th>
<th>B-BBEE Target as a % of Procurement Spend</th>
<th>Calculated B-BBEE Procurement Spend</th>
<th>Actual %</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPU</td>
<td>R 423 061 711.32</td>
<td>60%</td>
<td>R 327 919 489.66</td>
<td>78%</td>
</tr>
<tr>
<td>UMP</td>
<td>R 218 910 000.00</td>
<td>60%</td>
<td>R 195 830 000.00</td>
<td>89%</td>
</tr>
</tbody>
</table>

Main contractors have continued to identify and work with capable local sub-contractors and suppliers. Contractors have also identified sub-contractors with potential for development, and provide mentoring and skills development support to optimise their growth potential. Joint ventures are increasingly considered as a meaningful way to build capacity as smaller construction companies are exposed to the technical requirements of large projects.

At SPU, a Sub-contractor Incubation Project (SCIP) has been initiated to deliver targeted business development and technical support to sub-contractors. The construction of the Sol Plaatje University is a ten-year programme. This provides opportunity to take a long-term view on the development of sub-contractors and suppliers that are able to increase their workload and quality of delivery over time. The SPU construction programme provides a platform for the identification of local, black-owned companies that can be developed. This involves the identification of sub-contracting

**LEARNING BY DOING**

Nhlanhla Mathebula is the owner of Baphi Investments. The construction company entered into a joint venture with one of the main Contractors at UMP, Norse Projects. Baphi Investments was established in 2006 as a company specialising in building, carpentry and joinery with a 5GB PE CIDB grading. Baphi Investments has built a good reputation as a local building construction company, which led to their appointment on this project.

Nhlanhla stated that the opportunity to be a part of this large development has provided a platform for Baphi Investments to gain more exposure in the construction industry and access future work opportunities through working with a local large-scale contracting company as well as with experienced consultants. Future plans for Baphi Investments include investing in additional plant and equipment and gaining more experience to build capacity to construct mega structures. Partnering with Norse has given the company the confidence to take on larger projects.
and supplier opportunities, identifying participant SMEs, linking these enterprises into the main contractors and working with the enterprises to develop their capacity over time.

This initiative is a collaboration between Small Enterprise Development Agency (Seda), Small Enterprise Funding Agency (SEFA) and Anglo American Zimele (Community Fund) and the Sol Plaatje Municipality. The initiative is starting to bear fruit. For example, when Shebang Construction started on site, this female and black-owned sub-contractor had 10 employees and had a Construction Industry Development Board (CIDB) grading of 1. This sub-contracting company now employs 40 people and has increased its CIDB grading designation to 4.

**11.5 Communication**

Extensive and relevant communication has been critical to successful construction implementation. For construction delivery at the University of Mpumalanga, the NUPMT consulted extensively with members of the former NIHE: Mpumulanga on the development of an apposite communication strategy[11-6]. The strategy aimed to ensure that the construction work at the UMP would both take on board the relevant stakeholders in the province, and address local economic development.

The primary aim of the strategy was to ensure the continued support for the project by the people of the province. The experiences learnt from the challenges, community interest, and the continuous interaction shown by the local communities during the renovation work undertaken at the Siyabuswa Campus provided a valuable point of reference.

It was agreed that the NUPMT would create a platform solely for information sharing, advice seeking, reporting back and medium level consultation with the identified stakeholders. Scheduled meetings with the stakeholders would have to be held regularly, and appropriate and adequate information shared with the members. Table 11.7 presents the suggested stakeholder representatives, though in practice the final representation was probably not as rigorously implemented. A similar approach was adopted at SPU, with the major focus on the relevant municipal representatives.

It was agreed that the emphasis should be on communication and that the more that people were aware of what is going on in and around their communities, the better. To kick-start the process in October 2014, the NUPMT developed comprehensive communication packs outlining the construction procurement outcomes, the focus on mobilising provincial participation, the monitoring of development targets and the regular communication of progress. The packs included a “frequently asked questions” section and a description of the first buildings to go on site, complete with Architects’ renderings. [11-7], [11-8]
Table 11.7: Suggested Stakeholder Representation at UMP

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>No. of reps</th>
<th>Notes/comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial Government</td>
<td>1</td>
<td>The representative should come from the Premier’s Office, nominated by the Premier</td>
</tr>
<tr>
<td>Ehlanzeni District Municipality</td>
<td>1</td>
<td>• The representative to come from the Office of the Executive Mayor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Each District Municipality also represents its local municipalities and it is thus assumed that information will be communicated through to the local municipalities.</td>
</tr>
<tr>
<td>Nkangala District Municipality</td>
<td>1</td>
<td>• The representative to come from the Office of the Executive Mayor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Each District Municipality also represents its local municipalities and it is thus assumed that information will be communicated through to the local municipalities.</td>
</tr>
<tr>
<td>Gert Sibande District Municipality</td>
<td>1</td>
<td>• The representative to come from the Office of the Executive Mayor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• This Local Municipality is to be represented as it the resident municipality of the University.</td>
</tr>
<tr>
<td>Mbombela Local Municipality</td>
<td>1</td>
<td>• The representative to come from the Office of the Executive Mayor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• This Local Municipality is to be represented as it the resident municipality of the University.</td>
</tr>
<tr>
<td>House of Traditional Leaders</td>
<td>1</td>
<td>The representative to come from the House.</td>
</tr>
<tr>
<td>Lowveld Chamber of Business</td>
<td>1</td>
<td>• One representative to come from each chamber.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If the chambers are not representative enough, other chambers would be invited to submit a representative.</td>
</tr>
<tr>
<td>Highveld Chamber of Business</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mpumalanga Council of Churches</td>
<td>1</td>
<td>The representative to come from the Council.</td>
</tr>
</tbody>
</table>

Most important was the regular feedback on project development commitments to the municipal representatives whose communities were active stakeholders in the delivery process. At SPU, the project established a six-page monthly journal\(^{[11-9]}\) that dealt specifically with progress towards these commitments. Its first modest edition came out in June 2015 and since then it has reflected the increasing success of local participation in terms of real people.
Local expenditure

The local expenditure target, measured in terms of money spent on local labour and provincial/local sub-contractors and suppliers is R156 million.

As at the end of April 2015, the actual expenditure for the construction programme totalled an amount of R117 919 974.56. Of this amount, the Contractors have spent R33 085 996.27 directly on the provincial/local economy. This represents 28.1% of total expenditure and is getting closer to the target of 35%.

Furthermore, it is expected that the local expenditure will increase significantly as Contractors have already entered into commitments with provincial/local sub-contractors and suppliers to the value of R88 318 148.82.

The project managers are working closely with local business formations such as

A local sub-contractor perspective

Ms. Elizabeth Masilo, the owner and founder of S&D Remmogo, has recently started as a sub-contractor for Murray and Dickson. Her business is the first female and youth-owned enterprise on site. She has been appointed to do brick laying. The main Contractor, Murray and Dickson, is pleased with the work done by S&D Remmogo.

Ms Maliso says that she has worked hard and is very proud of her Development Board (CIDB) GB2 grading. She currently employs 11 local workers. “I appreciate the opportunity to be part of this historic construction programme.”

Ms Elizabeth Tshepisho Masilo, S&D Remmogo
11.6 Key Insights on Achieving Construction Development Goals

The achievement of construction development goals requires the special commitment of key role players – project managers, contractors and local stakeholders such as municipal authorities. The approach and attitude of project managers to the development agenda plays an important role. Project managers signal to the contractors and the rest of the stakeholder community how seriously the client regards the achievement of the development goals.

Tight time frames pose the risk of undermining efforts to promote construction development since contractors tend to fall back on their established relationships with suppliers and subcontractors under such conditions. Developing new relationships with local Black suppliers and sub-contractors takes time and this must be factored into the roll-out of the project.

The following are some insights gleaned that can improve and strengthen the achievement of development objectives:

- **Client-driven** – The client is the custodian of development outcomes and must ensure that contractual arrangements and performance monitoring and evaluation drive their attainment. The client has the responsibility to balance competing interests so that both the primary objectives of time, cost and quality are achieved together with the desired development outcomes. This balancing responsibility must take account of the fact that the development goals are part of the project’s risk management strategy. If the client’s commitment is not 100% behind the development goals, they are not likely to be realised.

- **Buy-in by stakeholders** – Project manager and contractor buy-in and commitment to construction development is critical to the achievement of the desired outcomes. Unless these critical stakeholders are committed to attainment of development objectives (not as a matter of compliance, but as an important outcome and contribution of the project) there is also little chance of success in this regard. Their commitment is assisted by a longer term (e.g. three year) framework contract rather than a one-off project.

- **Contractually enforceable targets** – The procurement documents need to unambiguously specify KPIs in a contractually enforceable manner. The consequences of failing to attain KPIs also need to be establishes in the contracts i.e. the quantum of low performance damages

- **Monitoring systems** – The establishment of sound monitoring systems to track progress is critically important for providing the necessary information to evaluate performance. There needs to be continuous review of performance data between project managers and contractors. This enables early identification of challenges and introduction of corrective measures where contractors lag behind the targets.

- **Supporting measures** – It is necessary to experiment with a range of measures to support the development of suppliers and sub-contractors. Involvement by local stakeholders that have a role in small business or small contractor development should be encouraged in order to access the necessary technical and financial resources to support the participation of such stakeholders.
- **Community liaison** - Effective community liaison plays a key role in mobilising stakeholders, including potential suppliers and sub-contractors. The function is also a key interface between the project and the wider community and can provide early warning of challenges that may arise as a result of the perceived or real exclusion from the project of potentially legitimate suppliers and sub-contractors.
Fig 11.4: Promoting and achieving Construction Development Goals

REFERENCE DOCUMENTS

[11-1] Client’s Outline Construction Delivery Strategy
[11-3] NUPMT Specification for B-BBEE spend in engineering and construction contracts
[11-5] NUPMT Specification for developing skills that result in nationally accredited outcomes through infrastructure contracts
[11-6] Stakeholder Engagement and Local Economic Development
[11-7] Construction moves up a gear – SPU
[11-8] Construction moves up a gear – UMP
Client's Outline Construction Delivery Strategy
New Universities
Outline Construction Delivery Strategy

This document sets out draft proposals for discussion within the Project Management Team, Technical Integration Committee and with various stakeholders - on a construction contracting strategy that must:

a) Ensure competent, cost effective and timely completion of campus buildings and infrastructure;
b) Promote empowerment,
c) Promote local content, job creation and skills development;
d) Be supported by stakeholders.

1. Main Contractors – as key development partners

Tenders for main contractors will need to target contractors preferably with a CIDB grading designation of Grade 8 and above. Two contractors will be appointed on a 3-year framework contract, providing a medium term period to address agreed development objectives.

2. Primary Goals (Priorities)

The primary procurement objectives for the New Universities project are:

1) Deliver the university within a control budget.
2) Ensure that expenditure is within the amounts allocated in each financial year of the MTEF period and is capable of being accelerated should additional funding become available.
3) Ensure that teaching spaces are capable of being occupied at the start of the required academic year.
4) Provide works that are capable of being readily maintained.
5) Make use of expertise within universities to ensure that the designs of the teaching spaces are aligned with current and future best practice.
6) The quality is such that maintenance costs are minimised.

3. Additional Secondary Development Objectives & Mechanisms

The appointment of the main contractors will be assessed on the basis of quality, price and empowerment preference: The main contractors will be required to achieve targets for the following development objectives:

a) Empowerment and Local Content: The main contractors will be required to put forward, targets for employing and developing local sub-contractors (bricklaying, electrical, plumbing, etc);
b) Local employment: Appointed main contractors will be required to employ a minimum of 30% of the workforce from the local community.
c) Skill Training: The main contractors will be required to provide practical training opportunities to students (FET or University) in the built environment professions (eg Construction/ Project Management, various engineering disciplines and artisans, etc) based on requirements specified in the tender documents.
d) **Community and Other:** The main contractor will be required to put forward proposals on community development (eg numeracy, adult education) and other areas of social investment (eg bursaries).

e) **Maximum use of local materials** will be essential

4. **Management and Stakeholder Support**
   a) **Safety on site and budget control** are non-negotiable
   b) **Stakeholders:** To implement the above objectives effectively will require engagement with key stakeholders such as Province (DG), Local Authority, Local Chamber of Commerce, etc. In this context it will be important to establish a committee and establish appropriate communication.
   c) **Management:** It may be important to establish and manage an employment database (skilled and unskilled workers) as well as a database of potential subcontractors and local products.

Management of these aspects will require staffing, monitoring and reporting.
11-2

NUPMT Specification for local participation in engineering and construction contracts
Specification for local participation in engineering and construction contracts

September 2014

Issued by:

DHET New Universities Project Management Team
Specification for local participation in engineering and construction contracts

1 Scope

This specification establishes a key performance indicator in the form of a contract local participation goal where the NEC3 Engineering and Construction Contract is employed and Main Options C (Target contract with activity schedule) is applied.

This specification sets out the methods by which the key performance indicator is established, measured, quantified and verified in the performance of the contract or the execution of an order.

NOTE: This specification can be applied to contracts or to orders (call-offs) issued in terms of framework agreements. Framework agreements are well suited to situations in which long term relationships are entered into. They offer flexibility in attaining contract goals as requirements can be adjusted from one order to another, thus allowing key performance indicators to be improved upon over time.

2 Terms and definitions

2.1 The terms Contractor, Completion, Defined Cost, Equipment, Material, Plant, Subcontractors, Working Areas and Works Information have the meaning assigned in the latest edition of the NEC3 Engineering and Construction Contract.

2.2 For the purposes of this document, the following terms and definitions apply:

contract local participation goal (CLCG)
the percentage of the Defined Cost excluding amounts for specialist subcontractors included in the amount due following Completion of the whole of the works, which represents:

a) the wages, salaries and amounts paid by the Contractor to local people according to the time worked while they are within the Working Areas;

b) payments made to local enterprises for Equipment, Plant and Materials; and

c) payments to Subcontractors who are local enterprises

framework agreement
agreement between an employer and one or more contractors, the purpose of which is to establish the terms governing orders to be awarded during a given period, in particular with regard to price and, where appropriate, the quantity envisaged

local enterprise
an enterprise which has the skill and expertise to provides services or goods (or both) and the responsibility for the management and supervision relating thereto, in the discharge of a contractual obligation, from a building together with its land and outbuildings located within a geographic area identified in the specification data and which can provide proof of ownership of such premises or a valid rental agreement with the owner of such premises

order
the instruction to carry out construction works, services or professional services under a framework agreement

specialist subcontractors
Subcontractors who are awarded subcontracts for work of a specialist nature following a competitive tendering process which is conducted in accordance with provisions of the Works Information

specification data
data, provisions and variations which make this specification applicable to a particular contract or order
3 Requirements

3.1 The Contractor shall achieve the contract local participation goal specified in the specification data in the performance of the contract:

3.2 Credits towards the contract local participation goal shall be assessed and granted by the Project Manager based on information provided by the Contractor whenever the amount due to a Contractor is assessed.

3.3 Credits towards the contract local participation goal shall be denied by the Project Manager where:

a) an enterprise does not have the skills and expertise to provide services or goods (or both) from premises located within a geographic area identified in the specification data;

b) an enterprise does not have the management and supervision responsibilities in the discharge of a contractual obligation from premises located within a geographic area identified in the specification data; or

c) the Contractor fails to provide proof of ownership of a local enterprise's premises or a valid rental agreement with the owner of premises from which the local enterprise operates from.
NUPMT Specification for B-BBEE spend in engineering and construction contracts
Specification for B-BBEE spend in engineering and construction contracts

June 2014

Issued by:

DHET New Universities Project Management Team
Specification for B-BBEE spend in engineering and construction contracts

1 Scope

1.1 This specification establishes a key performance indicator in the form of a Broad-Based Black Economic Empowerment spend goal (B-BBEE SG) where the NEC3 Engineering and Construction Contract is employed and Main Options C (Target contract with activity schedule) is applied.

1.2 This specification sets out the methods by which the key performance indicator is established, measured, quantified and verified in the performance of the contract or the execution of an order.

NOTE: This specification can be applied to contracts or to orders (call-offs) issued in terms of framework agreements. Framework agreements are well suited to situations in which long term relationships are entered into. They offer flexibility in attaining contract goals as requirements can be adjusted from one order to another, thus allowing key performance indicators to be improved upon over time.

2 Terms and definitions

2.1 The terms Contractor, Defined Cost, Equipment, Material, Plant, Provide the Works, Subcontractors and Works Information have the meaning assigned in the latest edition of the NEC3 Engineering and Construction Contract.

2.2 For the purposes of this document, the following terms and definitions apply:

B-BBEE procurement spend the amount paid to an enterprise multiplied by the applicable B-BBEE recognition level provided in Table 1 divided by 100

Table 1: Values for B-BBEE recognition level

<table>
<thead>
<tr>
<th>B-BBEE status</th>
<th>B-BBEE recognition level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-complaint contributor</td>
<td>0%</td>
</tr>
<tr>
<td>Level 8 contributor</td>
<td>10%</td>
</tr>
<tr>
<td>Level 7 contributor</td>
<td>50%</td>
</tr>
<tr>
<td>Level 6 contributor</td>
<td>60%</td>
</tr>
<tr>
<td>Level 5 contributor</td>
<td>80%</td>
</tr>
<tr>
<td>Level 4 contributor</td>
<td>100%</td>
</tr>
<tr>
<td>Level 3 contributor</td>
<td>110%</td>
</tr>
<tr>
<td>Level 2 contributor</td>
<td>125%</td>
</tr>
<tr>
<td>Level 1 contributor</td>
<td>135%</td>
</tr>
</tbody>
</table>

B-BBEE status level of contributor

the B-BBEE status received by a measured entity based on the overall performance using the relevant score card contained in the Codes of Good Practice on the Black Economic Empowerment issued in terms of section 9(1) of the Broad Based Black Economic Empowerment Act of 2003 (Act No 53 of 2003)
broad-based black economic empowerment
the economic empowerment of all black people including women, workers, youth, people with
disabilities and people living in rural areas through diverse but integrated socio-economic strategies
that include but are not limited to:

a) increasing the number of black people that manage, own and control enterprises and productive
assets;

b) facilitating ownership and management of enterprises and productive assets by communities,
workers, cooperatives and other collective enterprises;

c) human resource and skills development;

d) achieving equitable representation in all occupational categories and levels in the workforce:

e) preferential procurement; and

f) investment in enterprises that are owned or managed by black people:

broad-based black economic empowerment spend goal (B-BBEE SG)
the Contractor’s total B-BBEE procurement spend to Provide the Works expressed as a percentage of
the Contractor’s total procurement spend

framework agreement
agreement between an employer and one or more contractors, the purpose of which is to establish the
terms governing orders to be awarded during a given period, in particular with regard to price and,
where appropriate, the quantity envisaged

order
the instruction to carry out construction works, services or professional services under a framework
agreement

specialist subcontractors
Subcontractors who are awarded subcontracts for work of a specialist nature following a competitive
tendering process which is conducted in accordance with provisions of the Works Information

specification data
data, provisions and variations which make this specification applicable to a particular contract or order

3 Requirements

3.1 The contractor shall achieve or exceed the broad-based black economic empowerment spend goal
(B-BBEE SG) specified in the specification data in the performance of the contract.

3.2 The B-BBEE SG shall be calculated as the sum of all of the products of A and B divided by C
where:

- A is a payment made to an enterprise for Equipment, Plants or Materials or to a Subcontractors
  other than a specialist subcontractor which is accepted by the Project Manager as forming part
  of Defined Cost

- B is the appropriate B-BBEE recognition level percentage as stated in Table 1

- C is a payment made to all enterprises for Equipment, Plants or Materials or to Subcontractors
  other than specialist subcontractors which is accepted by the Project Manager as forming part
  of Defined Cost

Example
A Contractor in order to Provide the Works purchases all his Materials from a B-BBEE level 6 supplier for R
5,0 million, purchases Plant from a level 8 supplier for R 0,75 m; subcontracts work valued at R 1,5 million to a B-BBEE level 5 Subcontractor and hires Equipment for an amount of R 0,5 million from a level 1 hire company. The Project Manager accepts these amounts as Defined Cost in terms of the contract. The Contractor’s B-BBEE SG is:

= sum of the products of expenditure and corresponding B-BBEE recognition level from Table 1
  sum of expenditure
3.3 Credits towards the B-BBEE SG shall be assessed and granted by the Project Manager based on information provided by the Contractor whenever the amount due to the Contractor in terms of the contract is assessed.

3.4 An enterprise shall be considered to be a non-compliant contributor if insufficient evidence of qualification as a B-BBEE contributor is submitted to the Project Manager by the Contractor when payments to enterprises are assessed as Defined Cost.

4 Sufficient evidence of qualification for B-BBEE status

4.1 Micro enterprise

4.1.1 Sufficient evidence of qualification as an Exempted Micro-Enterprise or qualification as a Level 3 Exempted Micro-Enterprise contributor is an auditor’s certificate or similar certificate issued by an accounting officer in respect of the entity’s last financial year or a 12 month period which overlaps with its current financial year or a certificate issued by a verification agency and which is valid as at the time of assessment.

4.1.2 Sufficient evidence of qualification of an Exempted Micro-Enterprise for a higher B-BBEE status in terms of the small qualifying scorecard shall be as stated in 4.2.

4.2 Enterprises other than micro exempted enterprises

Sufficient evidence of B-BBEE Status is a certificate issued by a verification agency or registered auditors approved by Independent Regulatory Board for Auditors (IRBA) in terms of National Treasury’s Implementation Guide: Preferential Procurement Regulations, 2011, Pertaining to the Preferential Procurement Policy Framework Act, and which is valid as at the time of the submission.
NUPMT Specification for direct employment generated in engineering and construction contracts
Specification for direct employment generated in engineering and construction contracts

October 2014

Issued by:

DHET New Universities Project Management Team
Specification for direct employment generated in engineering and construction contracts

1 Scope

1.1 This specification establishes a key performance indicator in the form of a contract local direct employment goal where the NEC3 Engineering and Construction Contract is employed and Main Options C (Target contract with activity schedule) is applied.

1.2 This specification sets out the methods by which the key performance indicator is established, measured, quantified and verified in the performance of the contract or the execution of an order.

NOTE: This specification can be applied to contracts or to orders (call-offs) issued in terms of framework agreements. Framework agreements are well suited to situations in which long term relationships are entered into. They offer flexibility in attaining contract goals as requirements can be adjusted from one order to another, thus allowing key performance indicators to be improved upon over time.

2 Terms and definitions

2.1 The terms Contractor, Subcontractors and Working Areas have the meaning assigned in the latest edition of the NEC3 Engineering and Construction Contract.

2.2 For the purposes of this document, the following terms and definitions apply:

contract local direct employment goal (CLDEG)
the percentage of the total number of equivalent person days worked by people employed by the Contractor or a Subcontractor within the Working Area who are local people

equivalent person-days
the total time worked by people within the Working Area divided by 8 hours

framework agreement
agreement between an employer and one or more contractors, the purpose of which is to establish the terms governing orders to be awarded during a given period, in particular with regard to price and, where appropriate, the quantity envisaged

local people
people who were resident in a geographical area prior to the date stipulated in the Specification Data

order
the instruction to carry out construction works, services or professional services under a framework agreement

specification data
data, provisions and variations which make this specification applicable to a particular contract or order

3 Requirements

3.1 The contractor shall achieve the contract local direct employment goal specified in the specification data in the performance of the contract.

3.2 Credits towards the contract local direct employment goal shall be assessed and granted by the Project Manager based on information provided by the Contractor whenever the amount due to a Contractor in terms of the contract is assessed.

3.3 The Contractor shall submit to the Project Manager in a format acceptable to the Project Manager the name, identity number, gender, youth and local status (if applicable), occupation and equivalent-
person days employment within the Working Area in respect of each and every employee of the Contractor and Subcontractors whenever the amount due to a Contractor in terms of the contract is assessed.

3.4 Credits towards the contract local direct employment goal shall be denied where:

a) the wages and conditions of employment for local people are less favourable than those set by an applicable bargaining council, relevant sectoral determinations made by the Minister of Labour or, in the absence of any applicable bargaining council or sectoral determination, the local wages and conditions of employment for unskilled workers; and

b) people work outside of the Working Areas.
NUPMT Specification for developing skills that result in nationally accredited outcomes through infrastructure contracts
Specification for developing skills that result in nationally accredited outcomes through infrastructure contracts

June 2014

Issued by:

DHET New Universities Project Management Team
Specification for developing skills that result in nationally accredited outcomes through infrastructure contracts

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<td>Terms and definitions</td>
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<td>3.1 Contract skills development goal (CSDG)</td>
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<td>3.3 Contract skills development goal credits</td>
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<td>4</td>
<td>Compliance with requirements</td>
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<td>5</td>
<td>Records</td>
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<td>6</td>
<td>Sanctions</td>
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<tr>
<td></td>
<td>Annex A: Skills compliance plans</td>
</tr>
</tbody>
</table>
Specification for developing skills that result in nationally accredited outcomes through infrastructure contracts

1 Scope

This specification establishes a key performance indicator in the form of a contract skills development goal (CSDG) relating to the structured work learning component of occupational or professional learning, which enables learners to make measurable progress towards the attainment of:

a) a part- or full occupational qualification registered on the National Qualification Framework,

b) a trade qualification leading to a listed trade (GG No. 35625, 31 August 2012);

c) a national diploma registered on the National Qualification Framework; or

d) registration in a professional category by a recognized professional body or statutory council.

in the delivery, maintenance and operation of infrastructure through the performance of professional service, service or engineering and construction works contracts or an order associated with such a contract.

This specification sets out the methods by which the key performance indicator is established, measured, quantified and verified in the performance of the contract or the execution of an order.

NOTE This specification can be applied to contracts or to orders (call-offs) issued in terms of framework agreements. Framework agreements are well suited to situations in which long term relationships are entered into. They offer flexibility in attaining contract skills development goals as requirements can be adjusted from one order to another, thus allowing key performance indicators to be improved upon over time.

2 Terms and definitions

For the purposes of this document, the following terms and definitions apply:

allowance
amount provided for in the contract or an order by the employer relating to one or more of the following:

a) the performance by the contractor of work or services that are foreseen but cannot be accurately specified at the time that the contract was entered into or the order issued;

b) work or services to be performed, or goods provided, by a subcontractor who is either nominated by the employer or is selected by the employer in consultation with the contractor after the award of the contract or the issuing of an order;

c) provision for price adjustment for inflation; or

d) other budgetary provisions intended to cover the employer’s contractual risks

artisan
a person who has been certified as competent to perform a listed trade in accordance with Section 26B of the Skills Development Act of 1998 (Act No. 97 of 1998)

black people
a generic term which means Africans, Coloureds and Indians or Chinese and who are a citizen of the Republic of South Africa:

a) by birth or descent; or

b) naturalisation occurring before the commencement date of the Constitution of the Republic of South Africa Act, Act No. 200 of 1993 or occurring after the commencement date of such Act, but who, without the Apartheid policy would have qualified for naturalisation before then.
candidate
a person who is registered in a category of registration which ultimately leads to registration in a professional category by a statutory council in terms of their founding legislation

class of construction works

contract amount
financial value of the contract at the time of the award of the contract or an order at the time of issue, excluding all allowances and expenses and value added tax

contract skills development goal (CSDG)
the number of hours of skills development opportunities that a contractor contracts to provide in relation to work directly related to the contract or order up to:

- a) completion in the case of a professional service contract;
- b) the end of the service period in the case of a service contract; and
- c) practical completion in the case of an engineering and construction works contract; and

contractor
person or organization that contracts to provide the professional services, services, goods and related services or engineering and construction works

employer
person or organization entering into the contract with the contractor for the provision of professional services, services, goods and related services or engineering and construction works, commonly referred to as the client

employer’s representative
person authorized to represent the employer in terms of the contract

engineering and construction works contract
contract for the provision of a combination of goods and services arranged for the manufacture, development, extension, refurbishment, rehabilitation or demolition of a fixed asset, including building and engineering infrastructure

expenses
costs incurred by the contractor in the performance of the contract or order which are in terms of the contract recoverable from the employer

framework agreement
agreement between an employer and one or more contractors, the purpose of which is to establish the terms governing orders to be awarded during a given period, in particular with regard to price and, where appropriate, the quantity envisaged

mentor
a qualified, experienced and, in the case of professionals, registered person, designated to guide a learner or candidate through a structured work experience learning component of a learning programme required for the acquisition of a part or full qualification or professional designation

occupational qualification
occupational qualification registered on the National Qualifications Framework Act (Act No 67 of 2008)

order
the instruction to carry out construction works, services or professional services under a framework agreement
part qualification
an assessed unit of learning that is registered on the National Qualifications Framework as part of an occupational qualification

professional category
a category of registration identified in Table 1 or such other category recognised by the Employer in the application of this specification

Table 1: Categories of registration

<table>
<thead>
<tr>
<th>Profession</th>
<th>Category of registration</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction project management</td>
<td>Construction Project Manager</td>
<td>Project and Construction Management Professions Act of 2000 (Act No. 48 of 2000)</td>
</tr>
<tr>
<td>Construction management</td>
<td>Construction Manager</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>Engineer, Engineering Technologist, Engineering Technician or Certificated Engineer</td>
<td>Engineering Profession Act of 2000 (Act No. 46 of 2000)</td>
</tr>
<tr>
<td>Landscape Architectural</td>
<td>Landscape Architect, Landscape Technologist, Landscape Technician or Landscape Assistant</td>
<td>Landscape Architectural Profession Act of 2000 (Act No. 45 of 2000)</td>
</tr>
<tr>
<td>Quantity surveying</td>
<td>Quantity surveyor</td>
<td>Quantity Surveying Profession Act of 2000 (Act No. 49 of 2000)</td>
</tr>
<tr>
<td>Scientists</td>
<td>Natural scientists</td>
<td>Natural Scientific Professions Act (Act No. 27 of 2003)</td>
</tr>
<tr>
<td>Surveying</td>
<td>Land surveyor, Engineering surveyor or Technician engineering surveyor</td>
<td>Professional and Technical Surveyors’ Act (Act No. 40 of 1984)</td>
</tr>
</tbody>
</table>

professional service contract
contract for the provision of services with the skill and care normally delivered by professionals

Sector Education and Training Authority (SETA)
an institution established under section 9 of the Skills Development Act, Act 97 of 1998 and which has the responsibility under this Act to register learners on learning programmes

service contract
contract for the provision of labour or work, including knowledge-based expertise, carried out by hand or with the assistance of equipment and plant

site
means the land or place made available by the employer, for the purposes of the contract or order, on, under, over, in or through which the works or services are to be executed

skills development agency
an agency which performs some or all of the functions set out in section 4.1.4.

statutory council
a council as established under the

a) South African Council for the Architectural Profession, established by the Architectural Profession Act of 2000 (Act No. 44 of 2000);
b) South African Council for the Project and Construction Management Professions, established by the Project and Construction Management Professions Act of 2000 (Act No. 48 of 2000);
c) Engineering Council of South Africa, established by the Engineering Profession Act of 2000 (Act No. 46 of 2000);
d) South African Council for the Landscape Architectural Profession, established by the Landscape Architectural Profession Act of 2000 (Act No. 45 of 2000);
e) South African Council for the Quantity Surveying Profession, established by the Quantity Surveying Profession Act of 2000 (Act No. 49 of 2000);

f) South African Council for Professional and Technical Surveyors, established by the Professional and Technical Surveyors’ of 2000 (Act No. 40 of 1984); or

g) South African Council for Natural Scientific Professions, established by the Natural Scientific Professions Act (Act No. 27 of 2003):

structured mentorship
mentorship provided by a person who is registered in a suitable category of professional registration by a statutory council or professional body which leads and directs a candidate towards professional registration

structured work experience learning component
component of learning in an occupational qualification or for professional designation whereby a learner is mentored by a qualified, and where required, registered mentor in the application and integration of the knowledge and practical skills learnt, under supervision, in the actual context of a workplace in accordance with the prescripts set by the relevant qualifying authority, professional body or statutory council.

supervisor
a supervisor is a person in the particular workplace charged with the responsibility of allocating workplace tasks to a learner that are aligned to the prescriptions of their learning programme and of overseeing and reporting on that learning using a formally agreed record keeping system

work integrated learning
the workplace learning component required by learners completing a national diploma at a University of Technology or Comprehensive University.

3  Requirements

3.1  Contract skills development goal (CSDG)

3.1.1 The contractor shall attain or exceed the contract skills development goal in the performance of the contract or the execution of an order.

3.1.2 The contract skills development goal shall be not less than:

a)  the contract amount in millions of Rand multiplied by:

   1)  the relevant number of hours per million Rand expenditure contained in Table 2 in the case of engineering and construction works contracts for the applicable class of construction works used in the application of the Construction Industry Development Regulations issued in terms of the Construction Industry Development Board Act of 2000; or

   2)  300 in the case of a service contract; or

   3)  100 in the case of a professional service contract;

b)  the hours tendered in the preference schedule or the quantum agreed in the scope of work of the contract or order.

Example: The contract amount for an engineering and construction works contract in the GB class of construction works is R65,7 million. The contract skills development goal is 65,7 \times 250 = 16425 hours.
Table 2: Number of hours per million Rand expenditure in an engineering and construction work contract

<table>
<thead>
<tr>
<th>Designation</th>
<th>Description</th>
<th>Number of hours per million Rand expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE</td>
<td>Civil engineering</td>
<td>125</td>
</tr>
<tr>
<td>CE or GB</td>
<td>Civil Engineering or general building</td>
<td>190</td>
</tr>
<tr>
<td>EE</td>
<td>Electrical engineering works (buildings)</td>
<td>125</td>
</tr>
<tr>
<td>EP</td>
<td>Electrical engineering works (Infrastructure)</td>
<td>125</td>
</tr>
<tr>
<td>GB</td>
<td>General building</td>
<td>250</td>
</tr>
<tr>
<td>ME</td>
<td>Mechanical engineering works</td>
<td>125</td>
</tr>
<tr>
<td>SB</td>
<td>Specialist</td>
<td>125</td>
</tr>
</tbody>
</table>

3.1.5 Where required in terms of the contract or order, a specified proportion of the learners and candidates shall be selected from a list of persons in the employ of the state contained in the scope of work of the contract or order under the terms and conditions embodied therein.

NOTE: The contract skills development goal can be achieved through the direct employment of persons who are developing skills that result in nationally accredited outcomes, through the engagement of subcontractors who employ such persons or, where specifically required, the provision of work place opportunities to employees of the state.

3.2 Achieving the contract skills development goal (CSDG)

3.2.1 The contractor shall achieve the measurable contract skills development goal by providing one or a combination of any of the following in relation to work directly related to the contract or order:

**Method 1:** structured work experience learning component opportunities for learners towards the attainment of a part qualification or a full occupational qualification;

**Method 2:** structured work experience learning component opportunities for apprentices or other artisan learners towards the attainment of a trade qualification leading to a listed trade (GG No. 35625, 31 August 2012) subject to at least 60% of the artisan learners being holders of public FET college qualifications;

**Method 3:** work integrated learning opportunities for University of Technology or Comprehensive University students completing their national diplomas;

**Method 4:** structured work experience opportunities for candidates towards registration in a professional category by a recognized professional body or statutory council.

3.2.2 No single method shall contribute more than 75 percent of the contract skills development goal. Method 1 shall not contribute to more than 25 percent of the contract skills development goal in engineering and construction works or service contract and related orders.

3.2.3 Not more than one method may be applied to any individual in the calculation of the contract skills development goal.

NOTE: The principle is that an individual can only be counted once towards the CSDG.
3.3 **Contract skills development goal credits**

3.3.1 Credits towards the contract skills development goal shall be granted by summatng the hours of opportunities provided in accordance with this specification.

3.3.2 No more than 8 hours may be claimed for any 24 hour period for any individual.

3.3.3 Contract skills development goal credits shall be reduced to the extent that they fail to comply with the requirements of this specification.

3.4 **Denial of credits**

Credits towards the contract skills development goal shall be denied should:

a) the opportunities not be provided on site or the opportunities cannot be directly linked to the contract or order;

b) the following not be provided:

1) the required contract compliance baseline plan, an interim contract compliance report or a final contract compliance report;

2) the required mentorship plan for a candidate not be provided;

3) the required training plan for learners not be provided;

4) the training reports covering a period not be provided;

5) the required records, specified documents and signatures not be provided;

6) the structured mentorship is found not to be in accordance with the requirements of the applicable professional body, statutory council or qualifying authority;

7) the structured work experience learning component is found not be in accordance with the curriculum requirements of the part qualification or qualification or prescription for professional registration for which the learner is registered;

c) conditions of employment and rates of allowances for learners not be in accordance with legislative provisions;

d) the contractor does not maintain the required training records or an audit reveals that there is insufficient information to substantiate claims for credits; and

e) a learner, learner artisan or candidate fails to present their credentials for assessment when they have, in the opinion of the mentor, sufficient structured work experience or structured mentorship to do so.

4 **Compliance with requirements**

4.1 **General**

4.1.1 The contractor shall submit to the employer’s representative:

a) within 30 days of the contract coming into effect or the issuing of an order, a contract compliance base line training plan (see Annex A) taking into account the skills mix and type of workers that are to be engaged;

b) interim contract compliance training reports (see Annex A) at intervals which do not exceed 3 months;
c) a final contract compliance training report (see Annex A) within 15 days of reaching completion or the end of the service as relevant; and

d) a report which provides a breakdown of the number of hours reported in each interim and in the final contract compliance report into black people and women and people with disabilities.

4.1.2 The contractor shall keep records of the name and identity number, hours worked, payments made to, registration particulars towards a part qualification or occupational qualification and particulars of opportunities offered to persons who are provided with work experience learning component opportunities which contribute to the contract skills development goal and any other training records required by or which demonstrate compliance with this specification. The contractor shall allow the employer’s representative to inspect or audit such training records at any time within working hours.

4.1.3 The employer’s representative shall undertake suitable random audits on records to confirm compliance with requirements.

4.1.4 Where learners are sourced through a Skills Development Agency (SDA), the contractor shall enter into a contract agreement with one or more SDAs of their choice that is participating in the implementation of this specification, as relevant:

a) facilitate placement of learners for training opportunities;

b) prepare training plans for registered learners, including details of the scope of experiential work to be covered and expected outcomes;

c) register learners with the appropriate sector Education and Training Authority established in terms of the Skills Development Act of 2008 (Act 37 of 2008);

d) manage all the employment functions of learners such as payment of stipends, contributions to the Unemployment Insurance Fund, Workman’s Compensation, provision of personal protective clothing, trade specific tools, etc.;

e) liaise with the training co-ordinators to monitor onsite training progress of learners;

f) liaise with the training co-ordinators to arrange for summative assessments at appropriate stages of the training; and

g) liaise with the training co-ordinators to prepare reports for the employer or employer’s representative.

4.2 Structured workplace learning opportunities for learners

4.2.1 Structured work experience learning component opportunities shall be aligned to the curriculum requirements set for the particular part or full occupational qualification or professional designation for which the learner is registered.

4.2.2 A responsible supervisor will be appointed to allocate learning tasks, under the guidance of a qualified person, to learners in line with their training plans

4.2.3 Mentoring associated with structured work experience learning component for artisan learners shall be undertaken by an artisan qualified in the applicable trade with a minimum of 3 years of trade related experience. The number of artisan learners mentored by a single mentor shall, unless otherwise permitted by the National Artisan Moderation Body, not exceed 4 at any one time.

4.2.4 Mentoring associated with structured work experience learning component for learners leading to a part or an occupational qualification other than artisan learners shall be undertaken by a person qualified in the applicable discipline with a minimum of 3 years of experience.
4.2.5 The contractor or service provider shall submit to the employer’s representative, in respect of each learner:

a) within one month of commencing work directly related to the contract or order, a workplace training plan together with name of the learner’s mentor and supervisor

b) within three months of commencing work directly related to the contract or order:

1) proof of registration as a learner with the relevant SETA; and

2) a copy of the mentorship agreement entered into with the learner or the company mentorship agreement entered into with the relevant qualified agency;

c) within two weeks of updating a workplace training plan, the revised workplace training plan;

d) a quarterly progress report and a final report at the end of the structured mentorship period including a log of exposure and interactions with the mentor in sufficient detail to demonstrate compliance with requirements, signed off by the mentor, the supervisor and the learner.

4.2.6 Learners shall be required by the mentor to complete training reports required by the relevant qualifying authority whenever a substantial activity or training period has been completed.

4.2.7 The mentor and supervisor shall sign off all reports and logbooks to allow the learner to move to other projects or employment and continue on the path towards qualification and, where relevant registration, where the work related to the contract ends for whatever reason prior to the learner gaining sufficient experience for final assessment.

4.3 Structured mentorship opportunities for candidates

4.3.1 Mentoring associated with structured work experience for candidates shall be in accordance with the prescripts of the relevant professional body or statutory council.

4.3.2 The contractor shall:

a) appoint a supervisor who is actively engaged in work directly associated with the contract to issue tasks, oversee their implementation and provide input to the candidate on an on-going basis;

b) identify a suitable mentor for the candidate, if such candidate does not have a mentor, who shall enter into a mentoring agreement with the candidate or the company as required by the professional body or statutory council; and

c) issue each candidate with a portfolio of evidence file which is to be kept up to date with all the documentation issued or prepared including the workplace training plan and all revisions thereof as well as copies of the logbook entries and training period reports;

4.3.3 The mentor shall provide and update from time to time a workplace training plan for a candidate outlining the activities in which the candidate will be involved that includes activities required by the relevant statutory council. The mentor shall require candidates to maintain a logbook issued by the relevant statutory council. The mentor shall sign off such logbook at quarterly presentations and progress review meetings.

NOTE: The mentor should ensure where the duration of the contract or order exceeds the minimum time to register in a professional category of registration that candidates are exposed to the full range of activities and work towards assuming the full level of responsibility recommended by the relevant statutory council. This may require rotations and secondments.

4.3.4 The contractor or service provider shall submit to the employer’s representative, in respect of each candidate:

a) within one month of commencing work directly related to the contract or order:

1) a workplace training plan together with name of the candidate’s mentor and supervisor
2) proof of registration as a candidate with the relevant professional body or statutory council; and
3) a copy of the mentorship agreement entered into with the candidate or the company mentorship agreement entered into with a professional body or statutory council;

b) within two weeks of updating a workplace training plan, the revised workplace training plan.
c) a quarterly progress reports and a final report at the end of the structured mentorship period including a log of exposure and interactions with the mentor in sufficient detail to demonstrate compliance with requirements, signed off by the mentor, the supervisor and the candidate.

4.3.5 Candidates shall be required by the mentor to complete training reports required by the relevant statutory council whenever a substantial activity or training period has been completed.

4.3.6 The mentor and supervisor shall sign off all reports and logbooks to allow the candidate to move to other projects or employment and continue on the path towards registration where the work related to the contract ends for whatever reason prior to the candidate gaining sufficient experience for registration.

5 Records

5.1 The contractor shall submit all the documentation required in terms of clause 4 in a timely manner.

5.2 The employer’s representative shall certify the value of the credits counted towards the contract skills development goal, if any, whenever a claim for payment is issued to the employer, and shall notify the contractor of this amount.

5.3 The contractor shall, upon termination of the opportunities provided in order to satisfy the contract skills development goal, certify the quantum and nature of the opportunity and submit the certificate, counter-certified by the relevant individual, to the employer's representative for record-keeping purposes.

6 Sanctions

In the event that the contractor fails to substantiate that any failure to achieve the contract skills development goal was due to reason beyond the contractor’s control which may be acceptable to the employer, the sanctions provided for in the contract or order shall apply.
# Annex A: Skills compliance plans

(Normative)

## Skills compliance base line plan

<table>
<thead>
<tr>
<th>Name of contractor:</th>
<th>Telephone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact person:</td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Email:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contract / order number:</th>
<th>Start date for contract / order:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract title:</td>
<td></td>
</tr>
</tbody>
</table>

### Contract skills development goal (CSDG) (tick appropriate box)
- [ ] Tendered / contracted CSDG = . . . . . . . . . . hours
- [ ] Minimum CSDG calculated in accordance with standard

### Minimum CSDG calculated in accordance with the standard (complete only if applicable)

<table>
<thead>
<tr>
<th>Contract type (tick appropriate box):</th>
<th>Contract amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>professional service</td>
<td></td>
</tr>
<tr>
<td>service</td>
<td></td>
</tr>
<tr>
<td>engineering and construction works</td>
<td></td>
</tr>
</tbody>
</table>

CIDB Class of construction works, if applicable . . .

Contract amount expressed in millions of Rand R . . . . . . m

Number of hours per million Rand expenditure from sub-clause 3.1.2 of the *Standard for developing skills that result in nationally accredited outcomes through infrastructure contracts* (Augur 2013) = . . . . . . . . . . . .

Minimum contract skills development goal which the contractor is required to achieve (Gmin)

\[ \text{Gmin} = \text{Contract amount in millions of Rand} \times \text{Number of hours per million Rand expenditure} \]

I intend achieving the CSDG as follows:

- [ ] **Method 1:** structured work experience learning component opportunities towards a part or a full occupational qualification . . . . . . hours
- [ ] **Method 2:** structured work experience learning opportunities for apprentices or other artisan learners . . . . . . hours
- [ ] **Method 3:** work integrated learning opportunities for University of Technology or Comprehensive University national diploma students . . . . . . hours
- [ ] **Method 4:** structured work experience opportunities for candidates towards registration in a professional category of registration . . . . . . hours

Total
The undersigned, who warrants that he / she is duly authorised to do so on behalf of the Contractor, confirms that the contents of this plan are within my personal knowledge and are to the best of my belief both true and correct.

Signed  Date

Name  Position
<table>
<thead>
<tr>
<th>Skills compliance report</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(tik appropriate box)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Interim report</td>
<td></td>
</tr>
<tr>
<td>Final report</td>
<td></td>
</tr>
</tbody>
</table>

| Name of contractor:      |       |
| Contact person:          |       |
| Address:                 |       |
|                         |       |
| Contract / order number:|       |
| Contract skills development goal (CSDG) |       |
| Contract title:          |       |
| Start date for contract / order: |       |

**Method 1:** structured workplace experience learning component opportunities towards a part or a full occupational qualification

<table>
<thead>
<tr>
<th>Employed by contractor</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Identity or passport number</th>
<th>Cell or telephone number</th>
<th>Part or full occupational qualification NQF ref. no.</th>
<th>Student number</th>
<th>SETA with whom learner is registered</th>
<th>Dates for engagement on work related to contract</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Start</td>
<td>End</td>
</tr>
</tbody>
</table>

**Employed by subcontractor:** (state name)

<table>
<thead>
<tr>
<th>Name</th>
<th>Identity or passport number</th>
<th>Cell or telephone number</th>
<th>Part or full occupational qualification NQF ref. no.</th>
<th>Student number</th>
<th>SETA with whom learner is registered</th>
<th>Dates for engagement on work related to contract</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Start</td>
<td>End</td>
</tr>
</tbody>
</table>

**Method 2:** structured work experience learning component opportunities for apprentices or other artisan learners

<table>
<thead>
<tr>
<th>Employed by contractor</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Identity or passport number</th>
<th>Cell or telephone number</th>
<th>Listed trade</th>
<th>National artisan learner data base registration number (where available)</th>
<th>SETA with whom the learner is registered</th>
<th>Dates for engagement on works related to contract</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Start</td>
<td>End</td>
</tr>
</tbody>
</table>

**Employed by subcontractor:** (state name)

<table>
<thead>
<tr>
<th>Name</th>
<th>Identity or passport number</th>
<th>Cell or telephone number</th>
<th>Listed trade</th>
<th>National artisan learner data base registration number (where available)</th>
<th>SETA with whom the learner is registered</th>
<th>Dates for engagement on works related to contract</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Start</td>
<td>End</td>
</tr>
</tbody>
</table>

**Method 3:** work integrated learning opportunities for University of Technology (UOT) or Comprehensive University (CU) diploma students

<table>
<thead>
<tr>
<th>Employed by contractor</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Identity or passport number</th>
<th>Cell or telephone number</th>
<th>Diploma</th>
<th>Learner registration number</th>
<th>UOT/CU with whom the learner is registered</th>
<th>Date for engagement on contract</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Start</td>
<td>End</td>
</tr>
</tbody>
</table>
Method 4: structured work experience opportunities for candidates towards registration in a professional category of registration

<table>
<thead>
<tr>
<th>Employed by contractor</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Identity or passport number</td>
<td>Cell or telephone number</td>
<td>Statutory council particulars</td>
<td>Dates for engagement on work related to contract</td>
<td>Total hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Title</td>
<td>Registration number</td>
<td>Start</td>
<td>End</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employed by subcontractor</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Identity or passport number</td>
<td>Cell or telephone number</td>
<td>Statutory council particulars</td>
<td>Dates for engagement on work related to contract</td>
<td>Total hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Title</td>
<td>Registration number</td>
<td>Start</td>
<td>End</td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

The undersigned, who warrants that he / she is duly authorised to do so on behalf of the Contractor, confirms that the contents of this plan are within my personal knowledge and are to the best of my belief both true and correct.

Signed ________________________ Date ________________________

Name ________________________ Position ________________________
Stakeholder Engagement and Local Economic Development
UMP Construction Project

Strategy: Stakeholder engagement and local economic development

1. Background

The New Universities Project Management Team (NU PMT), the Department of Higher Education and Training (DHET) and the Interim Council (IC) of UMP, have identified an urgent need to develop a strategy through which the project towards the construction work at the UMP will (a) take on board the relevant stakeholders in the Province, and (b) include approaches towards the promotion of local economic development.

The primary aim of the strategy is to ensure the support and continued support for the project by the people of the Province. The experiences learnt from the challenges, community interest, and the continuous interaction shown by the local communities during the renovation work undertaken at the Siyabuswa Campus presents some case for reference.

2. Stakeholder engagement

It is of critical importance that the relevant stakeholders and interest groups are taken on board. The following table presents the suggested stakeholder representations:

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>No. of representation</th>
<th>Notes/comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial Government</td>
<td>1</td>
<td>The representative should come from the Premier’s Office elected by the Premier</td>
</tr>
<tr>
<td>Ehlanzeni District Municipality</td>
<td>1</td>
<td>• The representative to come from the Office of the Executive Mayor.</td>
</tr>
<tr>
<td>Nkangala District Municipality</td>
<td>1</td>
<td>• Each District Municipality also represents its local municipalities and it is thus assumed that information will be communicated through to the local municipalities.</td>
</tr>
<tr>
<td>Gert Sibande District Municipality</td>
<td>1</td>
<td>• The representative to come from</td>
</tr>
</tbody>
</table>
The PMT must create a platform which will solely be for information sharing, advice seeking, reporting back and medium level consultation with the identified stakeholders. Scheduled meetings with the stakeholders will have to be held and continuously honoured and adequate information shared with the members.

3. **Local economic development**

Approaches to cater for local economic development need to be put in place, such as:

- the compilation of a database of local suppliers of services and goods;
- the purchase and use of local goods, suppliers and services;
- creation of internship and work integrated learning opportunities for graduates and students;
- training approaches for sub-contractor service providers and workers;
- establishment of and promotion of cooperatives for future supplier contracts with the University.

4. **Public engagement drives**

The emphasis should be on communication, communication and communication. The more people seem to be aware of what is going on in and around their communities, the better. The development of a communication strategy will be of utmost importance in this regard. While this drive is primarily premised around the construction project, its
communication should be an integral part of the UMP’s processes. In other words, the message for the script should include matters on the academic programmes, enrolment information, staffing prospects, other employment opportunities both present and for future, etc. We should guard against dealing with this matter in isolation and thus make it look and sound like a tenders’ platform.

The communication drive should target the use of, among others, the following platforms:

- Local prominent radio stations: Ligwalagwala Fm and Ikwekwezi Fm.
- Local Newspapers, prominent in the 3 Provincial Regions.
- Government Publications.
- Municipality publications.
- Join the Provincial Government Public Outreach events and share information to the public.
- Organise UMP breakfast meetings with business and industry to share information.

5. Conclusion

A successful stakeholder engagement and local economic development strategy will go a long way in minimizing disruptions, negative perceptions and community hostilities towards the project. It is important that we ensure that the project leaves a positive legacy in the minds of many in the Province and the country in general. The promotion of local content in whichever and whatever manner, without compromising quality and time, will be appreciated and be applauded by many and that should be the driver of this strategy.
Construction moves up a gear - SPU
Construction moves up a gear

A briefing note on the construction programme for the Sol Plaatje University

October 2014

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1. Update on Progress

This briefing note highlights progress to accelerate the construction of several new buildings at the Sol Plaatje University (SPU) in time for the 2016 academic year when student enrolments will increase significantly.

The briefing note summarises the procurement process followed to appoint the main contractors and highlights the outcomes achieved in terms of the capability, quality and some empowerment (B-BBEE) aspects of the appointed contractors.

The briefing note reaffirms the strategy to promote provincially-based subcontractors and suppliers as well as provincial job opportunities, skills development and empowerment. This objective is driven by contractual requirements that establish targets for local employment, local enterprise opportunities (subcontractors and suppliers), B-BBEE (as measured through the procurement process) and skills development opportunities (hours of practical experience towards a nationally accredited outcome). These targets will be measured and reported throughout the delivery process.

Finally, the briefing note sets out the approach to mobilize provincial participation in the construction programme ahead.

2. Background to the Contracting Strategy

The Department of Higher Education and Training (DHET) regards the investment in higher education infrastructure as an important instrument to drive national development objectives such as economic transformation and employment creation. It further recognises that the nature of construction projects resulting from such investments involves the management of a supply chain comprising a diverse range of goods and services with the potential for significant local development and employment opportunities.

These considerations have underpinned the contracting strategies adopted by the New Universities Project Management Team (PMT) for refurbishment and construction at the Sol Plaatje University.

2.1. Refurbishment Work using Provincialy Based Contractors

Following the promulgation of the Sol Plaatje University in August 2013, the New Universities Project Management Team (PMT) commenced a programme to refurbish existing buildings for a modest enrolment of approximately 125 students in 2014. The ongoing refurbishment programme will increase the enrolment to approximately 370 students by 2015.

To implement the refurbishment programme, several provincially based contractors have been appointed following an appropriate procurement process. In fact, the tender process for these appointments resulted in the exclusive appointment of a Northern Cape contractor with CIDB grading of 7GB (PE) – i.e. a black-owned company, which has been awarded contracts worth R75m. In addition, a Northern Cape based Civil Engineering contractor with CIDB grading of 6CE has been awarded contracts worth R40m.
2.2. **Strategy to deliver new buildings for 2016 & 2017 academic years**

Construction of new buildings and infrastructure for the 2016 academic year is the first phase of a construction programme that will continue over a 10 to 12 year period, ultimately providing state-of-the-art facilities for 7 500 students at the Sol Plaatje University.

**a) Scope of the first phase of construction**

Enrolment for the 2016 and 2017 academic years requires the construction of large, new multi-storey buildings to accommodate over 700 students by 2016 and approximately 1 235 students by 2017.

This phase of construction will establish the university’s central campus, completing 6 of the envisaged 8 new multi-storey buildings at an estimated construction cost of over R900m. The buildings include laboratories, lecture auditoria and teaching facilities, academic offices, libraries, residences and student facilities. In total, the construction of more than 50 000m\(^2\) of new buildings will accommodate the planned 2017 student numbers.

**b) Delivery and procurement strategy**

Given the challenging scope of work and time frames described above, the planning and procurement for construction in this phase has endeavoured to address the following challenges and requirements:

- A number of new university buildings must be ready by the end of 2015 in order to accommodate planned enrolment for the 2016 academic year and this, in turn, requires a construction start by September, or early October of 2014;
- The appointed contractors should have the capacity and capability to deliver a high quality product in time and on budget;
- The contracting strategy should support the participation of provincial main contractors and should include a strategy to promote empowerment, provincial subcontractors and suppliers, as well as provincial job opportunities and skills development.

**c) Consideration of provincial contracting capacity**

The procurement of main contractors for the start of major new construction work was informed by these objectives, including the deliberate strategy to promote provincial and local capability.

From the outset, it was understood that the size and nature of the work together with the envisaged delivery time frames, would require the appointment of large and competent general building contractors at a CIDB grading level 8GB or 9GB. Unfortunately, the CIDB Register of Contractors only lists one potential grade 8 contractor in the Northern Cape. For this reason, a conscious decision was taken to lower the requirement to a CIDB grading level 7 GB or higher, increasing the eligible provincial contractors to 4 in Northern Cape.
d) Three phase tender process

Based on these considerations, a rigorous three-phase tender process was undertaken to appoint capable framework contractors with a Construction Industry Development Board (CIDB) contractor grading designation of 7GB or higher. The Tender Evaluation Committee included representatives from DHET, Wits, Sol Plaatje University and Sol Plaatje Municipality.

Calls for Expressions of Interest were advertised from 25 May 2014 on the New Universities Website and in newspapers, nationally and provincially as follows:

**Northern Cape:** Sunday Times, Diamond Fields Advertiser, Die Volksblad and Noordkaap.

3. Procurement Outcomes

Following the evaluation of the Expressions of Interest received, seven contractors were invited to submit a first round of tenders based on a Bill of Quantities. Following evaluation of this first phase, four contactors submitted a final tender price based on an Activity Schedule. Finally, three framework contracts were awarded to Trencon Construction, to Qualicon Construction and to Murray and Dickson Construction.

Trencon is the largest 100% black-owned construction company in South Africa and also boasts a black woman ownership of 30%. Qualicon (CIDB GB8) has a B-BBEE level 2 rating and is based in the Free State. Murray and Dickson (CIDB GB8) has a B-BBEE level 3 rating and is based in Gauteng.

The contracts have been awarded to companies that have the proven capability to deliver the planned buildings on time, on budget and to the envisaged quality, and by and large reflect a commitment to empowerment and positive transformation.

4. Increasing the scale and scope of provincial participation

Specific development objectives have been integrated into the construction procurement strategy in addition to the requirements to ensure competent, cost-effective and timely completion of campus buildings and infrastructure.

The development objectives have been translated into specific key performance indicators (KPIs) with required targets as follows:

- local participation goal relating to the employment of local people, local subcontractors and local suppliers of between 30 and 50%;
- broad-based black economic empowerment spend of 60% calculated in accordance with the scorecard for preferential procurement;
- direct employment goal (percentage of the total number of equivalent days worked by people employed on the site who are local) of between 30 and 50% with sub-targets for youth and women; and
- skills development goal (skills development opportunities which result in nationally accredited outcomes) of 250 hours per million rand expenditure)
These specifications form part of the requirements set for the appointed contractors. Damages for low performance have been contractually stipulated in order to penalise contractors should they fail to achieve a specific KPI. It is also anticipated that the minimum requirements set out above will be increased as contractors become familiar with the environment during the construction process.

5. Mobilising provincial participation

Project managers and contractors will work closely with the university, provincial and local government structures to mobilise participation in the construction programme. In the case of the Sol Plaatje University, the Local Economic Development (LED) Unit of the Sol Plaatje Municipality is expected to play a key role in assisting the project manager and contractors to mobilise the community at a ward level and in liaising with the LED units of other municipalities.

Furthermore, the project managers will appoint a communication specialist and a community liaison officer to support the mobilisation effort and the communication of results.

The amount of expenditure on provincially-based subcontractors and suppliers can be increased when a comprehensive data base of such subcontractors and suppliers is put in place. This data base is being established and will link the demand for goods and services generated by the construction projects to the supply within the province. This list of provincial suppliers need to provide verified information which enables the contractors to readily make informed commercial decisions regarding the capability of the enterprises listed.

Applicants will be able to download application forms from the New Universities Project Management website (www.newuniversities.ac.za) or the Sol Plaatje University website (www.spu.ac.za) and submit their applications either by hand or by post to a central point where they can be validated and captured on the data base. Such information can then be made publically available so that local participation can be increased in all building projects throughout the province. The website will be available by the end of October 2014.

6. Monitoring targets and communicating progress

Targets and KPIs will be monitored on a monthly basis through reporting by the contractors to the project managers, who in turn report to the PMT. The PMT will consolidate reports and ensure that the relevant information is reported to the two universities, the DHET and the office of the Premier in the province.
Construction Programme for the University of Sol Plaatje

Frequently Asked Questions (FAQs)

October 2014

1. **What construction work has been undertaken to ensure the Sol Plaatje University (SPU) is ready for the 2015 academic year?**

The New Universities Project Management Team (PMT) commenced a programme in August 2013 to refurbish existing buildings for a modest enrolment of approximately 140 students. Upgrades and refurbishment of the Old Provincial Legislature (North Campus) and the William Pescod School (Central Campus) were undertaken in preparation for the 2014 academic year. The upgrade at the Old Provincial Legislature included the refurbishment of offices, classrooms, student space and ablution facilities. The William Pescod Building was upgraded to accommodate the B. Ed programme in the form of offices, biology and ICT laboratories and a geography practical classroom. Further upgrades for the 2015 academic intake include upgrades of the kitchen and cafeteria, large classrooms, technology labs and zoology and botany laboratories. Two buildings have been purchased for student residences and upgraded for this purpose. These residences are being further modified and refurbished to improve student accommodation and amenities for 2015. The ongoing refurbishment programme will increase the enrolment to approximately 370 students by 2015.

2. **What major new construction work is required to ensure that the SPU is ready for the planned intake of students in 2016 and 2017?**

Construction of new buildings and infrastructure for the 2016 academic year is the first phase of a construction programme that will continue over a 10 to 12 year period, ultimately providing state-of-the-art facilities for 7 500 students at the Sol Plaatje University. Enrolment for the 2016 and 2017 academic years requires the construction of large, new multi-storey buildings to accommodate over 700 students by 2016 and approximately 1 235 students by 2017. This phase of construction will establish the university’s central campus, completing 6 of the envisaged 8 new multi-storey buildings at an estimated construction cost of over R900m. The buildings include laboratories, lecture auditoria and teaching facilities, academic offices, libraries, residences and student facilities. In total, the construction of more than 50000² meters of new buildings will accommodate the planned 2017 student numbers.
3. **When will construction start?**

Construction of a new residence building has already started and construction at the Central Campus is expected to start on the 20th of October 2014.

4. **How were the main contractors procured for the construction programme? Who are the main contractors appointed to undertake the construction works?**

   **a) How were the main contractors procured?**

   A rigorous three-stage competitive procurement process was adopted to ensure that qualifying contractors are sourced. In this procurement procedure the number of tenderers competing for the contract is reduced until the remaining tenderers are invited to submit final proposals.

   The first stage of the procurement process involved the issue of a call for expressions of interests to respondents with a Construction Industry Development Board (CIDB) contractor grading designation of 7GB or higher. Advertisements were placed in national and provincial newspapers, including the Sunday Times, Diamond Fields Advertiser, Die Volksblad and Noordkaap. Responses to this call were evaluated by a technical evaluation committee and respondents were subsequently invited to participate in the next stage of the process.

   In the second stage, respondents were provided with a set of drawings, a scope of work and bill of quantities for a Work Package for one of the buildings and invited to tender a target price based on the bill of quantities for the first Package Order and a number of other parameters. The tenders were subjected to a quality evaluation and the final bidders were invited to the third stage – submission of a best and final offer based on an activity schedule compiled from construction drawings. The Tender Evaluation Committee comprised of members from Sol Plaatje University, Wits University, the DHET, the Sol Plaatje Municipality, and the Project Management Team.

   **b) Who are the main contractors appointed to undertake the construction works?**

   Three framework contracts were awarded to Trencon Construction, to Qualicon Construction and to Murray and Dickson Construction. Trencon is the largest 100% black-owned construction company in South Africa and also boasts a black woman ownership of 30%. Qualicon (CIDB GB8) has a B-BBEE level 2 rating and is based in the Free State. Murray and Dickson (CIDB GB8) has a B-BBEE level 3 rating and is based in Gauteng.

5. **Are there any construction companies based in the Northern Cape Province involved in the construction programme?**

Two Northern Cape construction companies have been awarded contracts. One is a Northern Cape contractor with CIDB grading of 7GB (PE) – i.e. a black-owned company, which has been awarded contracts worth R75m. In addition, a Northern Cape based Civil Engineering contractor with CIDB grading of 6CE has been awarded contracts worth R40m.
6. How will the construction programme support local development?

Specific development objectives have been integrated into the construction procurement strategy in addition to the requirements to ensure competent, cost-effective and timely completion of campus buildings and infrastructure. The development objectives have been translated into specific key performance indicators (KPIs) with required targets as follows:

- local participation goal relating to the employment of local people, local subcontractors and local suppliers of between 30 and 50%;
- broad-based black economic empowerment spend of 60% calculated in accordance with the scorecard for preferential procurement;
- direct employment goal (percentage of the total number of equivalent days worked by people employed on the site who are local) of between 30 and 95% with sub-targets for youth and women; and
- skills development goal (skills development opportunities which result in nationally accredited outcomes) of 250 hours per million rand expenditure)

These specifications form part of the requirements set for the appointed contractors. Damages for low performance have been contractually stipulated in order to penalise contractors should they fail to achieve a specific KPI. It is also anticipated that the minimum requirements set out above will be increased as contractors become familiar with the environment during the construction process.

7. How can I register my interest in participating in the construction programme for the Sol Plaatje University?

Sub-contractors and suppliers can register their interest in participating in the construction programme on a database by completing an application form available from the Sol Plaatje Construction Website specifically set up for this purpose. Application forms can be downloaded from this website by the end of October 2014. Links to the construction programme website will be available from the Sol Plaatje University website (www.spu.ac.za) and the New Universities Project Management website (www.newuniversities.ac.za). Applicants must submit their applications either by hand or by post to a central point where they can be validated and captured on the database.

The database will be used to link the demand for goods and services generated by the construction projects to the supply within the province. Such a list needs to provide verified information which enables the contractors to readily make informed commercial decisions regarding the potential capability and capacity of such enterprises. In order to ensure that the data remains reasonably current, enterprises would be required to resubmit their particulars at least every two years or whenever they wish to update their particulars.

8. Where can I get access to information about job opportunities in the construction programme?

Contact details will be made available via the SPU website by the end of October 2014.
The Construction Story

An architectural description of the construction projects at the Sol Plaatje University

October 2014
Sol Plaatje University

Sol Plaatje University has been conceived as a source of pride, both for the Northern Cape Province and for South Africa. It has been orientated to take a respectful place among the institutions of higher learning that serve our nation. It will provide young people with education and qualifications in a range of fields, as much for their personal advancement as for the benefit of our nation and its economy. The university will also draw on the distinctive strengths and heritage of the Northern Cape, stimulating provincial and national development.

The development of a new university, which may also include the refurbishment and modification of existing buildings, requires that an entire campus be built over time. This involves the construction of residences, administrative offices, places of assembly, teaching spaces, landscaped areas and sports fields, as well as the provision of bulk services to the university precincts and the provision of services including roads and parking areas within the university’s precincts. The work must be done in a phased manner which aligns with the academic programme, student intake and flow of funding.

**Key Features**
- Building C001: The residence accommodates 342 people with 44 ablution facilities, 40 kitchenettes, and 17 seminar rooms.
- Building C002: Multi Use Building comprising kitchen and dining hall, retail space, teaching spaces, offices and residence.
- Building C003: Academic building consisting of 4 raked auditoriums, classrooms, meeting rooms and offices, as well as a health and wellness centre, a gymnasium and retail space.
- Building C004: University resource centre (library) which includes 4 classrooms, 2 IT labs, offices, seminar spaces, a conference room, study space as well as a coffee counter.
- Building C005: Academic facility, featuring a triple volume foyer area; a 230 seat raked auditorium with spill-out area; a 20, 50, 70 and 100 seat flat lecture halls with spill-out area; 5 seminar rooms; 12 staff offices; open plan offices; two staff meeting rooms; tea kitchens, kiosk, ablution facilities and a roof top staff recreational area.
- Building C006: Student accommodation that includes recreational areas, study- and exam facilities and two warden’s apartments on the roof terrace. There are 145 single rooms of which 11 are student suites.
Building C001, Sol Plaatje University

Building C001 is predominantly a student residence. The residential rooms are located on floors 1 to 4, accommodating a total of 342 beds. The rooms are grouped together to form social clusters with shared ablutions and small lounge spaces. Several group learning spaces are also provided on each floor.

The large residence common rooms, lounges and games rooms are located on the ground floor facing onto a semiprivate square shared with Building C002.

The ground floor spaces facing onto the main square and onto Scanlan street accommodate shops and offices.

**Key Features**

- The residence accommodates 342 people with 44 ablution facilities, 40 kitchenettes, and 17 seminar rooms, the walkways and circulation spaces are designed to be socially interactive spaces, promoting the integration and learning between students throughout the building.
- Disabled ablution facilities are provided on each floor of the building, and a lift services each floor of the building providing unrestricted access to the entire building. Attention is also given to detailed provision and placement of door handles and light switches etc. to make the building user friendly to all.
- The building takes full advantage of the long north elevation of the site, by locating a maximum number of rooms facing north, the most favorable orientation to capture natural heat and light from the sun. All rooms are accessed by an open to air covered walkway, which allows for natural cross ventilation to all spaces. The walls, floor and roof of the building are highly insulated keeping the spaces cool in summer and warm in winter. The floor slabs of the building are thermally activated, by a grid of small water pipes cast into the floor slabs, which heat or cool the slabs, providing year round energy efficient thermal comfort in the building. All windows are shaded from the summer sun keeping spaces cool in summer. All gray water from the building is treated and recycled for reuse. Electrical and water consumption is metered in detail to assist with the management and control of resource consumption. Water heating for the ablutions is done by energy efficient heat pumps.
Building C002, Sol Plaatje University

Building C002 is a multi-use building, comprising of a kitchen and dining hall, retail space, teaching spaces, offices and a 224 bed residence, sharing a semiprivate square with Building C001.

**Key Features**
- Dining Hall & Kitchen
- Ground Floor Retail Space
- Residence consisting of 122 Single Rooms, 48 Double Rooms and 6 Units catering for Persons with Disabilities
- TV Rooms, Games Rooms and Meeting Rooms included in Residence
- 300 seater Flat Floor Teaching Venue
- 100 seater Lecture Room
- 50 seater Lecture Room X 2
- Seminar Rooms
- Staff Offices and Meeting Rooms
- Sustainable Building Features such as TABS system for heating and cooling, thermal insulation, water saving strategies
Building C003, Sol Plaatje University

Building C003 is located on the eastern edge of the main public square on central campus. In terms of the urban design framework, its primary function is to define the eastern edge of the square, as well as to create a layered façade, with a colonnade as public /semipublic interface between the square and building. The ground floor is designed in such a way that it activates the pedestrian areas surrounding the building, by the way of building use being accessible to the street and square. On all floors a key element of the design is to have constant surveillance on the street by careful placing of windows, balconies and other activities.

The building consists of a ground floor, and 3 floors above, which is laid out around a central open to sky courtyard. It is envisaged that the central courtyard will be, apart from its primary function as circulation space, a hub of activity encouraging interaction amongst students.

**Key Features**
- 4 Raked auditoriums
- 2 Large flexible academic spaces
- Flexible offices for future changes
- Ground floor:
  Retail.
  Lecture halls for 250 and 120 (raked).
  2 Flat floor classrooms for 50.
  1 Flat floor classroom for 80.
  Flexible flat floor classroom/gathering space (150).
  Health and wellness centre.
  Open amphitheater.
- First floor:
  Lecture halls for 250 and 120 (raked).
  Flat floor classroom for 160 or flexible for other functions.
- Second floor:
  Academic meeting rooms and offices.
  Gymnasium
- Third floor:
  Sports centre.
  Teaching and learning.
  Student SRC.
  Union and Clubs.
- Sustainability:
  Passive design strategy, which includes deep recessed windows, screen walls and cavity walls.
  Energy efficient evaporative cooling for offices, boardrooms and classrooms.
  Pressurized low energy ventilation system from under seating in auditoriums.
  Courtyards to increase natural light into building.
  Screens over courtyards to screen direct sunlight.
Building C004, Sol Plaatje University

Building C004 is the University Resource Center on the landmark site identified by the Urban Design Framework, facing northward onto University Square, at the heart of the Central Campus. A center of information consumption, production and dissemination; knowledge generation; and human empowerment. Incorporating the traditional functions of a main university library, but emphasizing a much wider range of learning opportunities, circumstances and interactions that increasingly define the engagement with knowledge.

University resource centres, like contemporary public resource centres and city libraries, are internal public spaces, like internal plaza’s where it’s as natural to read the newspaper over a coffee as it is to have an incidental conversations with someone quite unlike oneself, work on a collective project around a table, learn to access information in the virtual or physical ‘book’ repository, or do silent private PhD research.

This building arranges this range of use from most public at the ground floor, and increasingly privately and quiet toward the top levels. It is, and is designed as, a landmark for both the University and for the City of Kimberley.

Key Features
- Exhibition space with help desk and coffee counter, 240 seater informal auditorium,
- 4 x 80 seater class rooms and 2 x 40 seater IT round table labs,
- Computer service related space,
- 7 x Offices, 12 x tut/seminar spaces with 1 conference room,
- Book stack and processing space as well as reference desk and inter-library loan area,
- Variety of study spaces as well as under-grad, post-grad and research student study specific areas.
- As a multi-level building, 2 elevators are positioned to enable universal access to all floors. Disabled ablutions on every level.
- Particular care will be taken in response to the needs of sight impaired users.
- In response to the sometimes severe Northern Cape climate, the Resource Centre is an oasis. In summer it’s a cool respite from the searing heat, and in winter a warm cocoon.
- This is achieved by limiting the proportion of external glazing, taking particular care of its orientation and shading, and well insulating the external envelope.
- The mechanical cooling and heating system is planned to include water-based thermal mass strategies augmented by 100% preheated or cooled fresh air.
Buildings C005 and C006, Sol Plaatje University

Building C005 accommodates academic facilities where as Building C006 is a student residence.

The point of departure for the design, as with both stages of the design competition, is to endorse and support the validity of the design framework via our design actions. The simple brick buildings designed by our practice recognize the need for balance within the composition and across all parcels. The buildings are subservient to the spaces which they enclose and define and generally assume a background condition whilst recognizing that more prominent landmark opportunities are located on adjacent parcels. Facades thus conform to build-to-line directives, whilst the ground floor interfaces where people engage with them on foot are consciously and purposefully graded to progress from public through semi-public, to semi-private to private via punctures and recesses. The deepening of the facades aimed at facilitating progression from outside to inside also provide opportunities for shaded spaces at pedestrian level amidst harsh Northern Cape climatic conditions.

Key Features
- Building C005 is a 4 story building, accommodating academic facilities. The building features a triple volume foyer area; a 230 seat raked auditorium with spill-out area; a 20, 50, 70 and 100 seat flat lecture halls with spill-out area; 5 seminar rooms; 12 staff offices; open plan offices; two staff meeting rooms; tea kitchens, kiosk, ablution facilities and a roof top staff recreational area.
- Building C006 is a four story building, comprising of student accommodation, recreational areas, study- and exam facilities and two warden’s apartments on the roof terrace. There are 145 single rooms of which 11 are student suites. Student rooms are clustered in groups of 8 around communal areas with ablution and kitchenettes, catering to each cluster. Recreational areas such as TV and games rooms are provided on the lower level as well as shared seminar and study and exam spaces.
- Both buildings have been designed strictly in accordance with regulations pertaining to disability. Accessibility and functional use by disabled persons have been addressed in the design of both the buildings.
- The incorporation of massive brick walls as a climatic response has been a primary driver of the design. The design continues this approach of a thoroughly insulated envelope that utilizes readily available materials and supports labour intensive construction. Opportunities for natural ventilation of teaching spaces have been introduced. Rain water harvesting and solar panels are envisaged features in the design to attain a sustainable legacy.
Construction moves up a gear - UMP
Construction moves up a gear

A briefing note on the construction programme for the University of Mpumalanga

October 2014

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1. Update on Progress

This briefing note highlights progress to accelerate the construction of several new buildings at the University of Mpumalanga (UMP) in time for the 2016 academic year when student enrolments will increase significantly.

The briefing note summarises the procurement process followed to appoint the main contractors and highlights the outcomes achieved in terms of the capability, quality and some empowerment (B-BBEE) aspects of the appointed contractors. It further identifies opportunities to enhance the participation of provincial contractors, particularly black-owned companies.

The briefing note reaffirms the strategy to promote provincially-based subcontractors and suppliers as well as provincial job opportunities, skills development and empowerment. This objective is driven by contractual requirements that establish targets for local employment, local enterprise opportunities (subcontractors and suppliers), B-BBEE (as measured through the procurement process) and skills development opportunities (hours of practical experience towards a nationally accredited outcome). These targets will be measured and reported throughout the delivery process.

Finally, the briefing note sets out the approach to mobilize provincial participation in the construction programme ahead.

2. Background to the Contracting Strategy

The Department of Higher Education and Training (DHET) regards the investment in higher education infrastructure as an important instrument to drive national development objectives such as economic transformation and employment creation. It further recognises that the nature of construction projects resulting from such investments involves the management of a supply chain comprising a diverse range of goods and services with the potential for significant local development and employment opportunities.

These considerations have underpinned the contracting strategies adopted by the New Universities Project Management Team (PMT) for refurbishment and construction at the University of Mpumalanga (UMP).

2.1. Refurbishment Work using Provincially Based Contractors

Following the promulgation of the University of Mpumalanga in August 2013, the New Universities Project Management Team (PMT) commenced a programme to refurbish existing buildings for a modest enrolment of approximately 140 students in 2014. The ongoing refurbishment programme will increase the enrolment to approximately 370 students by 2015.

The ongoing renovation work includes the provision of 2 large auditoria, expansion and reconfiguration of a library, IT resource centre, computer laboratory and data centre. It further includes the upgrading of existing student residences and ablutions for 170 students. A
A provincially-based contractor with a Construction Industry Development Board (CIDB) grading of 6GB was awarded the contract for the refurbishment programme.

Work at the Mpumalanga Regional Training Trust (MRTT) included the upgrading of two skills kitchens, upgrade of the teaching block of the existing MRTT Hotel Academy and offices. Work undertaken at the Siyabuswa Campus (by National Institute of Higher Education as the project implementation agent) included the upgrade of existing residences, dining rooms, academic offices, a 108 seat computer lab and the construction of a new office block due for completion in 2014.

2.2. Strategy to Deliver New Buildings for 2016 & 2017 Academic Years

Construction of new buildings and infrastructure for the 2016 academic year is the first phase of a construction programme that will continue over a 10 to 12 year period, ultimately providing state-of-the-art facilities for 18 000 students at the University of Mpumalanga.

a) Scope of the First Phase of Construction

Enrolment for the 2016 and 2017 academic years requires the construction of large, new multi-storey buildings to accommodate over 700 students by 2016 and approximately 1442 students by 2017.

This phase of construction will establish core campuses at Mbombela and Siyabuswa, completing some 12 new multi-storey buildings at a total estimated construction cost of approximately R520m. The buildings include laboratories, lecture auditoria and teaching facilities, academic offices, libraries, residences and student facilities. In total, the construction of more than 32 000m² of new buildings will accommodate the planned 2017 student numbers.

b) Delivery and Procurement Strategy

Given the challenging scope of work and time frames described above, the planning and procurement for construction in this phase has endeavoured to address the following challenges and requirements:

- A number of new university buildings must be ready by the end of 2015 in order to accommodate planned enrolment for the 2016 academic year and this, in turn, requires a construction start by September, or early October of 2014;
- The appointed contractors should have the capacity and capability to deliver a high quality product in time and on budget;
- The contracting strategy should support the participation of provincial main contractors and should include a strategy to promote empowerment, provincial subcontractors and suppliers, as well as provincial job opportunities and skills development.
c) Consideration of provincial contracting capacity

The procurement of main contractors for the start of major new construction work was informed by these objectives, including the deliberate strategy to promote provincial and local capability.

From the outset, it was understood that the size and nature of the work together with the envisaged delivery time frames, would require the appointment of large and competent general building contractors at a CIDB grading level 8GB or 9GB. While the CIDB Register of Contractors lists 7 contractors in these categories in Mpumalanga, a conscious decision was taken to lower the requirements to a CIDB grading level 7 GB or higher, increasing the eligible provincial contractors to 25 in Mpumalanga according to the register.

d) Three phase tender process

Based on these considerations, a rigorous three-phase tender process was undertaken to appoint capable framework contractors with a Construction Industry Development Board (CIDB) contractor grading designation of 7GB or higher. The Tender Evaluation Committee included representatives from DHET, Wits, the University of Mpumalanga and the Mbombela municipality.

Calls for Expressions of Interest were advertised from 25 May 2014 on the New Universities Website and in newspapers, nationally and provincially as follows:


3. Procurement Outcomes

Following the evaluation of the Expressions of Interest received, seven contractors were invited to submit a first round of tenders based on a Bill of Quantities. Following evaluation of this first phase, four contractors submitted a final tender price based on an Activity Schedule. Finally, two framework contracts were awarded to Trencon Construction and to Norse Projects. Trencon (CIDB GB9) is the largest 100% black-owned construction company in South Africa and also boasts a black woman ownership of 30%. Norse Projects (CIDB GB8) is Mpumalanga-based and has received a B-BBEE level 7 rating from an accredited empowerment rating company.

The contracts have been awarded to companies that have the proven capability to deliver the planned buildings on time, on budget and to the envisaged quality, and by and large reflect a commitment to empowerment and positive transformation. Notwithstanding these positive outcomes, there is a need to enhance the participation of provincially-based, Black-owned companies in the construction programme.
4. Enhancing Opportunities for provincial Main Contractors

In order to expand the participation of provincially-based construction companies (particularly black-owned companies) at the main contractor level, a review has been undertaken to identify additional construction opportunities. It is important that the activation of these opportunities proceeds in parallel with the contracts already awarded, in order to ensure that the 2016 and 2017 delivery targets are met.

4.1. ADDITIONAL OPPORTUNITIES AT THE UNIVERSITY OF MPUMALANGA (UMP)

A review of the most recent construction requirements for mid-2016 and for the 2017 academic year indicates that there are four projects, each with an estimated contract value in excess of R 13 million but less than R 40 million that can be put out to tender. Three of these projects relate to the construction of buildings on the campus and the other to civil engineering works in and around the campus. These projects provide an opportunity for enhancing local participation at a main contract level.

Construction on these projects is scheduled to commence during the second quarter of 2015, allowing sufficient time to conduct a tender process which not only ensures that successful tenderers have the capacity and capability to successfully complete the project but are also able to embrace the collaborative project ethos and to attain the targets for B-BBEE spend, direct local employment and local participation within the supply chains which they bring to the project.

The CIDB qualified procedure will be followed i.e. a call for expressions of interest is advertised and thereafter only those tenderers who have expressed interest, satisfy objective criteria and who are selected to submit tender offers, are invited to do so. Tenderers will be qualified through the expression of interest process to submit tender offers on the basis of a number of factors which relate to capacity, capabilities and compliance with legislative requirements as well as their potential to satisfy targets such as those relating to local participation.

A limited number of the highest scoring tenderers will be invited to submit tender offers. Those submitting tender offers will be scored in terms of the quality of their B-BBEE status, experience in undertaking work of a similar nature, ability to mobilise provincially based resources in the execution of the contract in order to satisfy challenging local participation and direct employment targets, etc.

Calls for expressions will be advertised on the CIDB website and in local newspapers. All contractors undertaking work for the Mpumalanga Province Rapid Implementation Unit will also be notified of this tender opportunity.

The early identification of tenderers through the qualification process, will enable interaction with potential tenderers to take place prior to the closing of tenders. Workshops can be arranged on requirements for local participation and direct employment and on the provisions of the collaborative form of contract which will be used. A further briefing by the professional team, will deal with the buildings and technical requirements. These workshops and briefings will enable tenderers to submit compliant and competitive tenders.
4.2. TARGETING PROVINCIAL CONTRACTORS USING THE CIDB REGISTER

The targeting of provincial contractors involves identifying the potential contractors and targeting their participation in the procurement process. An analysis of the potential participants has been undertaken based on information available from the Contractor Registration and grading system established by the Construction Industry Development Board (CIDB).

This contractor grading system is based on a contractor’s annual turnover, largest contract completed and available capital. Contractors are categorised as falling into one of nine tender value ranges within a specific class of construction works. Contractors are graded every three years but may apply for an increase in their contractor grading designation during this period should they satisfy the criteria for a higher contractor grading designation in relation to a project. This contractor grading system enables a tenderer’s potential tendering capability and capacity to be understood. The register also indicates whether or not a tenderer is a “potentially emerging” enterprise i.e. whether or not it is owned, managed and controlled by previously disadvantaged individuals. This establishes which of the registered contractors are black owned.

According to the CIDB register, there is a reasonable supply of contractors in Mpumalanga to execute general building contracts having a value up to R40m (12 in total, of which 11 are Black-owned). However, beyond a contract value of R40m the provincial supply is limited to 6, of which 3 are Black-owned. In the Civil Engineering category there is an adequate supply up to the R40m contract value (19 in total, of which 15 are black-owned).

5. Increasing the scale and scope of provincial participation

Specific development objectives have been integrated into the construction procurement strategy in addition to the requirements to ensure competent, cost-effective and timely completion of campus buildings and infrastructure.

The development objectives have been translated into specific key performance indicators (KPIs) with required targets as follows:

- local participation goal relating to the employment of local people, local subcontractors and local suppliers of between 30 and 95%;
- broad-based black economic empowerment spend of 60% calculated in accordance with the scorecard for preferential procurement;
- direct employment goal (percentage of the total number of equivalent days worked by people employed on the site who are local) of between 30 and 95% with sub-targets for youth and women; and
- skills development goal (skills development opportunities which result in nationally accredited outcomes) of 250 hours per million rand expenditure)

These specifications form part of the requirements set for the appointed contractors. Damages for low performance have been contractually stipulated in order to penalise contractors should they fail to achieve a specific KPI. It is also anticipated that the minimum
requirements set out above will be increased as contractors become familiar with the environment during the construction process.

6. Mobilising provincial participation

Project managers and contractors will work closely with the university, provincial and local government structures to mobilise participation in the construction programme. Under the stewardship of the University of Mpumalanga, structures have been established to coordinate local participation in the construction programme, with representation from the province, district and local government.

Furthermore, the project managers will appoint a communication specialist and a community liaison officer to support the mobilisation effort and the communication of results.

The amount of expenditure on provincially-based subcontractors and suppliers can be increased when a comprehensive data base of such subcontractors and suppliers is put in place. This data base is being established and will link the demand for goods and services generated by the construction projects to the supply within the province. This list of provincial suppliers need to provide verified information which enables the contractors to readily make informed commercial decisions regarding the capability of the enterprises listed.

Applicants will be able to download application forms from the web and submit their applications either by hand or by post to a central point where they can be validated and captured on the data base. Such information can then be made publically available so that local participation can be increased in all building projects throughout the province. The website will be available by the end of October 2014.

7. Monitoring targets and communicating progress

Targets and KPIs will be monitored on a monthly basis through reporting by the contractors to the project managers, who in turn report to the PMT. The PMT will consolidate reports and ensure that the relevant information is reported to the two universities, the DHET and the office of the Premier in the province.
1. **What construction work has been undertaken to ensure the University of Mpumalanga (UMP) is ready for the 2015 academic year?**

The New Universities Project Management Team (PMT) commenced a programme in August 2013 to refurbish existing buildings for a modest enrolment of approximately 140 students. The refurbishment programme is continuing during 2014 to increase the enrolment to approximately 370 students by 2015. The ongoing renovation work includes the provision of 2 large auditoria, expansion and reconfiguration of a library, IT resource centre, computer laboratory and data centre. It further includes the upgrading of existing student residences and ablutions for 170 students. A provincially-based contractor with a CIDB grading of 6GB was awarded the contract for the refurbishment programmes.

Work at the Mpumalanga Regional Training Trust (MRTT) included the upgrading of two skills kitchens, upgrade of the teaching block of the existing MRTT Hotel Academy and offices. Work undertaken at the Siyabuswa Campus (by National Institute of Higher Education as the project implementation agent) included the upgrade of existing residences, dining rooms, academic offices, a 108 seat computer lab and the construction of a new office block due for completion in 2014.

2. **What major new construction work is required to ensure that the UMP is ready for the planned intake of students in 2016 and 2017?**

Construction of new buildings and infrastructure for the 2016 academic year is the first phase of a construction programme that will continue over a 10 to 12 year period, ultimately providing state-of-the-art facilities for 18 000 students at the University of Mpumalanga. Enrolment for the 2016 and 2017 academic years requires the construction of large, new multi-storey buildings to accommodate over 700 students by 2016 and approximately 1442 students by 2017.

This phase of construction will establish core campuses at Mbombela and Siyabuswa, completing some 12 new multi-storey buildings at a total estimated construction cost of R520m. The buildings include laboratories, lecture auditoria and teaching facilities, academic offices, libraries, residences and student facilities. In total, the construction of more than 32 000² meters of new buildings will accommodate the planned 2017 student numbers.
3. When will construction start?

Construction of a new residence building has already started at the Siyabuswa Campus. Construction at the Mbombela Campus is expected to start in October 2014.

4. How were the main contractors procured for the construction programme? Who are the main contractors appointed to undertake the construction works?

a) How were the main contractors procured?

A rigorous three-stage competitive negotiation procurement process was adopted to ensure that qualifying contractors are sourced. In this procurement procedure the number of tenderers competing for the contract is reduced until the remaining tenderers are invited to submit final proposals.

The first stage of the procurement process involved the issue of a call for expressions of interests to respondents with a Construction Industry Development Board (CIDB) contractor grading designation of 7GB or higher. Advertisements were placed in national and provincial newspapers, including the Sunday Times, Lowvelder, Nelspruit Post and Mpumalanga News. Responses to this call were evaluated by a technical evaluation committee and respondents were subsequently invited to participate in the next stage of the process.

In the second stage, respondents were provided with a set of drawings, a scope of work and bill of quantities for a Work Package for one of the buildings and invited to tender a target price based on the bill of quantities for the first Package Order and a number of other parameters. The tenders were subjected to a quality evaluation and the final bidders were invited to the third stage – submission of a best and final offer based on an activity schedule compiled from construction drawings. The Tender Evaluation Committee comprised the University of Mpumalanga, Wits University, DHET, the Mbombela Local Municipality, and the Project Management Team.

b) Who are the main contractors appointed to undertake the construction works?

Two framework contracts were awarded to Trencon Construction and to Norse Projects. Trencon (CIDB GB9) is the largest 100% Black-owned construction company in South Africa and also has a Black woman ownership of 30%. Norse Projects (CIDB GB8) is Mpumalanga-based and has a B-BBEE level 7 rating.

5. Are there any construction companies based in the Mpumalanga Province involved as main contractors?

Yes. Norse Projects is an Mpumalanga-based contractor.

6. What measures have been introduced to encourage and promote participation of provincially-based main contractors in the construction programme?

In order to expand the participation of provincially-based construction companies (particularly black-owned companies) at the main contractor level, a review has been undertaken to identify additional construction opportunities. The most recent construction requirements for mid-2016 and for the 2017 academic year indicates that that there are four projects with an estimated contract value in excess of R 13 million but less than R 40 million that can be put
out to tender. Three of these projects relate to the construction of buildings on the campus and the other to civil engineering works in and around the campus.

Construction on these projects is scheduled to commence during the second quarter of 2015, allowing sufficient time to conduct a tender process following the CIDB qualified procedure i.e. a call for expressions of interest is advertised and thereafter only those tenderers who have expressed interest, satisfy objective criteria and who are selected to submit tender offers, are invited to do so. Tenderers will be qualified through the expression of interest process to submit tender offers on the basis of a number of factors which relate to capacity, capabilities and compliance with legislative requirements as well as their potential to satisfy targets such as those relating to local participation. Calls for expressions will be advertised on the CIDB website and in local newspapers.

The targeting of provincial contractors involves identifying the potential contractors and targeting their participation in the procurement process. An analysis of the potential participants has been undertaken based on information available from the Contractor Registration and grading system established by the Construction Industry Development Board (CIDB). According to the CIDB register, there is a reasonable supply of contractors in Mpumalanga to execute general building contracts having a value up to R40m (12 in total, of which 11 are Black-owned). However, beyond a contract value of R40m the provincial supply is limited to 6, of which 3 are Black-owned. In the Civil Engineering category there is an adequate supply up to the R40m contract value (19 in total, of which 15 are black-owned).

7. How will the construction programme support local development?

Specific development objectives have been integrated into the construction procurement strategy in addition to the requirements to ensure competent, cost-effective and timely completion of campus buildings and infrastructure. The development objectives have been translated into specific key performance indicators (KPIs) with required targets as follows:

- local participation goal relating to the employment of local people, local subcontractors and local suppliers of between 30 and 95%,
- broad-based black economic empowerment spend of 60% calculated in accordance with the scorecard for preferential procurement;
- direct employment goal (percentage of the total number of equivalent days worked by people employed on the site who are local) of between 30 and 95% with sub-targets for youth and women; and
- skills development goal (skills development opportunities which result in nationally accredited outcomes) of 250 hours per million rand expenditure.

These specifications form part of the requirements set for the appointed contractors. Damages for low performance have been contractually stipulated in order to penalise contractors should they fail to achieve a specific KPI. It is also anticipated that the minimum requirements set out above will be increased as contractors become familiar with the environment during the construction process.

8. How can I register my interest in participating in the construction programme for the University of Mpumalanga?

Sub-contractors and suppliers can register their interest in participating in the construction programme on a database by completing an application form available from a UMP Construction Website specifically set up for this purpose. Application forms can be downloaded from this website by the end of October 2014. Links to the construction
programme website will be available from the University of Mpumalanga website (www.ump.ac.za) and the New Universities Project Management website (www.newuniversities.ac.za). Applicants must submit their applications either by hand or by post to a central point where they can be validated and captured on the database.

The database will be used to link the demand for goods and services generated by the construction projects to the supply within the province. Such a list needs to provide verified information which enables the contractors to readily make informed commercial decisions regarding the potential capability and capacity of such enterprises. In order to ensure that the data remains reasonably current, enterprises would be required to resubmit their particulars at least every two years or whenever they wish to update their particulars.

9. Where can I get access to information about job opportunities in the construction programme?

The project manager, Ariya Projects, will appoint a community liaison officer to work closely with the contractors, provincial and local structures and communities to communicate job opportunities and recruit and engage with workers. Further information will be made available via the on the UMP Website by the end of October 2014.
The Construction Story

An architectural description of the construction projects at the University of Mpumalanga

October 2014
Building 1: University of Mpumalanga

The Residential complex is comprised of 6 distinct buildings integrated into the existing residential precinct. Five 3 storey Residential apartment blocks accommodating a total of 232 beds are positioned along a pedestrian street. The rooms are grouped together around courtyards to form social clusters with shared ablutions and small common kitchenette spaces.

Residence seminar rooms, Student centre, Games rooms and Laundry are located on the upper and lower ground floors of a 2 Storey building accessed from a communal square located along the pedestrian street.

Key Features

- The residences are structured as a series of ‘apartment blocks’ with private internal courtyards, arranged along an internal street. These carved out blocks form small perimeter buildings which create intimate spaces within and between each other. Each apartment accommodates 9 students with 4 small bathrooms and a common room. All rooms are accessed from the street either at ground level or via communal external covered staircases.

- Communal spaces are programmed on the street level to encourage an active social interaction at ground floor. The street widens to form a gathering space from which there is access to 4 seminar rooms, a parent meeting room, the student center, games room and laundry.

- 4 disabled rooms with two bathrooms are provided on the ground floor of one apartment block. Access to all communal facilities is from ground floor and is accessible by ramp where necessary. Attention is given to provision and placement of door handles and light switches.

- The courtyard type creates public and private common outdoor space, is climatically appropriate and allows all rooms to be cross ventilated. All windows are shaded from the summer sun keeping spaces cool in summer. All gray water from the building is treated and recycled for reuse. Electrical and water consumption is metered in detail to assist with the management and control of resource consumption. Water heating for the ablutions is done by energy efficient heat pumps.
Building 2 and 3: University of Mpumalanga

The Library and Executive Management Offices are situated on the south east portion of the campus creating a strong edge to the square, giving iconic presence to the Library, the centre of knowledge for the university. The west edge of the Library forms a shaded colonnade boundary to the square. The Executive Management office building is situated to the south of the Library separated by an east west access road.

The office building is directly related to the memory garden, with access to the building through the garden. An interactive connecting atrium space, shaded and screened connects two office wings. Large glass facades to the south allow for panoramic views over Mbombela.

Key Features

- The Library precinct has accommodation positioned around a secure courtyard, from where there is access to facilities that include a large double volume library space, an exhibition area at courtyard level, IT teaching facilities including cinema style teaching spaces and general student study areas. Staff offices are situated on the top floor of the library. Seminar rooms are located in the main library study area.

- The walled, heavily massed building is both a response to climate and use – the shaped screen brick wall a protective climatic skin externally, providing protection from the harsh west sun, while the internal wall is recessed to accommodate bookshelves. At roof level the wall is raised to allow diffused east light into the building. The outer perforated brick screen provides screening from the west sun and allows for the play of light on the surface.

- The Executive Management offices are structured around an interactive circulation atrium with the 6 VC offices and their PA’s to the south and the additional supporting administration offices, including HR, Registrar, Academic planning and supporting seminar rooms and boardrooms to the north. The council chamber is centrally located above the entrance, with associated breakaway and exhibition spaces on the ground floor.

- Universal access is applied throughout both buildings through the use of lifts and ramps and disabled ablution facilities are provided in each building. Attention is given to placement of door handles and light switches.
- Electrical and water consumption is metered in detail to assist with the management and control of resource consumption. Water heating for the ablutions is done by energy efficient heat pumps.
Introduction
The Lowveld campus urban design encourages the formation of many smaller secondary squares and courtyards. The changing densification and function of buildings will have an impact on the use of an existing amphitheatre as the primary outdoor space at the confluence of the rising south – north axis as one proceeds up the hill to the library and the east – west cross axis running at the lower level of the amphitheatre.

Building Description
The Main Auditorium building contains teaching spaces, academic offices and meeting rooms and is located adjacent the existing university hall. The ground floor comprises of the most accessed spaces being a 250 seat raked lecture theatre and seminar rooms. A conceptual open circulation system has been implemented, cutting through the building in a north south direction. The main lecture theatre will open onto a newly pedestrianized and landscaped stepped “street” to the west.

Two stairways confined to the north façade of the building enforce the proposed access from the east-west outdoor circulation spine and are designed as open structures to facilitate communal interaction between lectures.

First and second floor comprise of a combination of smaller interactive teaching spaces and offices. The configuration allows for outward facing rooms able to be naturally ventilated by simple opening window sections in addition to air conditioning. The design proposes using open bonded honeycomb brickwork patterning in the façade to shade the aspects that will be exposed to strong sun. An internal courtyard provides for circulation, balanced lighting and cross ventilation.
Introduction
The ICT building serves to re-enforce the strength and significance of the current amphitheatre, while the design for Main Auditorium building endeavours to form new outdoor areas surrounding the current academic buildings. These outdoor areas form break away spaces from the adjacent lecture theatres and have limited or few external views to the city of Nelspruit below. As such the Lowveld campus will be characterised by a sub-set of squares and courtyards of varying character rather than a single dominant outdoor space.

Building Description
This building contains the main ICT teaching laboratories, campus server and campus security monitoring office.

The east facing façade is of particular importance as it forms the new “face” to the upper level of the existing amphitheatre. Attention to scale, detail, materials and interaction of the ground floor IT laboratories with the outside space linking it with the existing collection of buildings forming the centre of the lower campus.

Teaching spaces have been placed on the ground floor to enable ready access to all students and staff, with server spaces placed at first floor level, accessed from a service road to the west of the building. Deep roof overhangs, decorative shading screens and opening windows promoting natural cross ventilation, allow for comfortable internal conditions throughout the year, minimising reliance on mechanical ventilation systems.
On Site - construction programme update
The construction of Sol Plaatje University (SPU) is now in full swing. Five cranes tower over the city of Kimberley as the construction programme ramps up towards completing new buildings and infrastructure to accommodate the student intake for the 2016 academic year.

“The University leadership is very pleased with the progress made towards completion of the required infrastructure for the 2016 academic year”, said Prof Ballim, the Vice-Chancellor of the Sol Plaatje University (SPU). Prof Ballim’s assessment was made after a site visit following a recent meeting of the Facilities Planning, Infrastructure and Information Technology Committee (FPIITC), a sub-committee of the Sol Plaatje University (SPU) Council. The FPIITC noted that the next few months will be crucial for ensuring that the construction of the current infrastructure is completed in time and will require the cooperation of all stakeholders concerned.

Enrolment for the 2016 and 2017 academic years requires the construction of large, new multi-story buildings to accommodate over 700 students by 2016 and approximately 1235 students by 2017. This phase of construction will establish the university’s central campus, completing 6 of the envisaged 8 new multi-story buildings at an estimated construction cost of over R900m.

The buildings include lecture auditoria and teaching facilities, academic offices, libraries, residences and student facilities. In total, the construction of more than 50,000m² of new buildings will accommodate the planned 2016 and 2017 student numbers.

This is the first phase of a construction programme that will continue over a 10 to 12 year period, ultimately providing state-of-the-art facilities for 7,500 students.
Aligned with the scorecard for preferential procurement, the target for Broad-based Black Economic Empowerment (B-BBEE) expenditure is R151 million. The target is calculated based on the amount of money spent on preferential procurement as a percentage of the total procurement spend.

As at the end of April 2015, the total procurement spend reached R96 554 978.44. Procurement from B-BBEE enterprises reached R42 978 592.72. This represents 44.5% of the total procurement spend to date.

The development of local Black-owned sub-contractors and suppliers is crucial to reach the target of 60% B-BBEE procurement spend. A special intervention, the Construction Supplier/ Sub-contractor Incubation Project (CSIP), will be implemented in the next few months to facilitate and support the sustained participation of black-owned Small and Medium Enterprises (SMEs) in the supply chain of the Sol Plaatje University (SPU) construction programme.

A local sub-contractor perspective

Ms. Elizabeth Masilo, the owner and founder of S&D Remmogo, has recently started as a sub-contractor for Murray and Dickson. Her business is the first female and youth-owned enterprise on site. She has been appointed to do brick laying. The main Contractor, Murray and Dickson, is pleased with the work done by S&D Remmogo.

Ms Mailiso says that she has worked hard and is very proud of her Development Board (CIDB) GB2 grading. She currently employs 11 local workers. “I appreciate the opportunity to be part of this historic construction programme,” says Ms Mashilo. She hopes that more local women will have an opportunity to participate in SPU construction programme and demonstrate that women can do this as well, if not better than the men. S&D Remmogo has been in the construction industry since October 2007 and has done
Local expenditure

The local expenditure target, measured in terms of money spent on local labour and provincial/ local sub-contractors and suppliers is R156 million.

As at the end of April 2015, the actual expenditure for the construction programme totalled an amount of R117 919 974.56. Of this amount, the Contractors have spent R33 085 996.27 directly on the provincial/ local economy. This represents 28.1% of total expenditure and is getting closer to the target of 35%.

Furthermore, it is expected that the local expenditure will increase significantly as Contractors have already entered into commitments with provincial/ local sub-contractors and suppliers to the value of R88 338 114.82.

The project managers are working closely with local business formations such as the Kimberley Business Forum, an organisation representing several business organisations, including the South African Women in Construction (SAWiC), NAFCOC Youth Chamber of Commerce and Industry, NAFCOC, Northern Cape Youth Chamber of Commerce and Industry and individual SMMEs.

A contractor’s perspective

Qualicon is very clear about the approach the company adopted to ensure local participation in the construction project. In the first instance the company uses local Kimberley and provincially-based suppliers and sub-contractors whenever feasible. Complementing this approach is a concern with basic economic considerations and sound contracting principles. This means that Qualicon has to ensure that the suppliers and sub-contractors have the required capability to deliver and complete their projects on time. The experience, the quality of their materials and work, and their tendered price are all criteria that assist Qualicon with the selection of capable local suppliers and sub-contractors.

Qualicon noted that the completion of the three buildings on the site at the same time added further pressure since the main contractors have to spread the work load amongst different reliable and competent local suppliers and sub-contractors. Notwithstanding these pressures, Qualicons re-iterates that its strategy remains “local first”.

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The ESCAPE Database on which all suppliers and sub-contractors are expected to be registered to access work opportunities will in future be of great assistance and would have been beneficial had it been available right from the onset of the project at tender stage. Qualicon believes that the Community Liaison Officers, with their local knowledge of industry and people are playing a vital role in the whole procurement process. They have been, and still are, providing the contractors with names and CV’s of prospective local suppliers and subcontractors.
Local workers

The SPU construction programme is expected to create an average of 266 local employment opportunities during this phase. This target constitutes 30% of total labour employed on site. To date, nearly 50% of all the labourers on site have been local. As at the end of April there has been an average of 113 local labourers employed by the three main contractors. This excludes labourers working for sub-contractors. Recruitment of local labourers have been given a significant boost with the assistance of the Community Liaison Officers (CLOs). The CLOs assist with the recruitment of workers from the different wards so as to ensure that the work opportunities are spread across the wards of the Sol Plaatje Municipality (SPM). Job seekers can obtain application forms from the AECOM Offices or from their Ward Counselors. The applications are captured on a local data base and distributed to the main contractors. As soon as vacancies arise, the list will be looked at and suitable applicants be called either for an interview or to start working.

A worker's perspective

A construction site is traditionally not seen as the most conducive place for woman to work. The SPU construction site however, tells a different story. Contractor Murray and Dickson was the first out of the starting blocks when they employed 10 female general workers.

The women perform various duties from carrying shovels and pushing wheelbarrows to doing general house-keeping on site. All 3 main contractor each have 4-5 female housekeepers.

Ms Seipati Thete started as a general worker with one of the sub-contractors to Trencon, Nyoni Izulu, and is now a scaffold erecter. Seipati says, “I was so fascinated by the men working on heights that I one day asked my supervisor to give me a try.” Her interest grew and she eventually went for training. Seipati is the only female on the entire SPU site that does scaffolding.

This shows that there are plenty of opportunities for women to do work in what is traditionally considered men’s work. With the right attitude from contractors much can be achieved by providing women new skills and opportunities for growth!
Skills Development

The focus of the skills development activities on site is to ensure that people are provided with an opportunity to gain experiential learning experience that counts towards their achievement of a nationally accredited educational qualification. Furthermore, a flexible approach has been adopted that ensures that the full range of skills development opportunities are accommodated through the use of different methods:

- Method 1: work learning experience opportunities towards a part or a full occupational qualification
- Method 2: work learning experience opportunities for apprentices or other artisan learners
- Method 3: work integrated learning opportunities for University of Technology or Comprehensive University national diploma students
- Method 4: structured work experience opportunities for candidates towards registration in a professional category of registration

Skills Development – On Site

In the month of May 2015 two of our local general workers on the Qualicon site were taken for SHE REP Training at the local Risk.Com training centre. They are currently working as trainee Safety, Health and Environment (SHE) Reps for the Qualicon Site. This is one of many training initiatives that Qualicon has embarked on with a total of 5 local employees already taken part in this training course.

A Students Perspective

The CLOs recruited local students who have completed their theoretical training in different fields in the civil and building industries. The purpose is to give students experiential training and on-site experience. This is what local student, Tlotlo Lekwene working with Murray and Dickson, has to say.

1. Tell us about your background?

“I was born and raised in Kimberley. I attended primary school at Diamantveld, then went to Technical High School in 2008 and matriculated in 2012. The following year I then studied Civil Engineering N3 and Building Science N4 in Bloemfontein. I am from a family of four siblings and I currently live with my mother”.  

2. How did you get involved in the project? Where did you hear about it, how were you recruited?

“I heard from the CLO administrator, Palesa Masoeu. She told me about the in-service training, and I also read about the whole project on the internet. I then submitted all the necessary documents and later on I was called for an interview”.

3. What is your role on the project – what do you do?

“I take orders from my supervisors. With the help of my supervisors I am able to learn and take in the work pressure on site. I can practically apply the theory I learnt from school and I am still learning more about construction”.

4. How have you been empowered through your participation in the project (learning opportunities, individual growth, business opportunity and development, technical development, etc.)

“When I started on site I had no idea how things worked on a construction site. After learning a lot on site, I am able to set out brick work and I had first hand experience with all the working tools. I have grown as an individual and look forward to learning much more on site”.

Ms Noluthando Molusi and Mr Shaheed Jaffer

Local Student Tlotlo Lekwene from Murray and Dickson

Mr Shadrack Phillies
How to list on the database...

To Upload application on-line please go to http://directory.spu.ac.za and create a username and password.

Or

Submit application form with supporting documents to LED helpdesk at the Kimberley Information Center

Or

E-mail directly to spu@phi-series.co.za