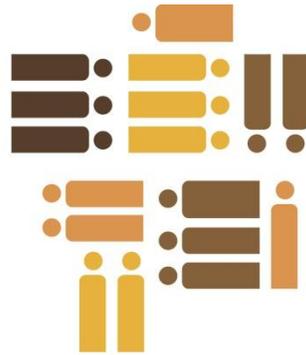


SOUTH AFRICAN COUNCIL FOR PLANNERS



The South African
Council *for* Planners
S A C P L A N

Guidelines for Competencies and Standards for Curricula Development

December 2014

REPORT

GUIDELINES FOR COMPETENCIES AND STANDARDS FOR CURRICULA DEVELOPMENT

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Contents

1.	Introduction	3
2.	Laying the foundations: definition of planning, principles, Code of Conduct and contextual factors	6
2.1.	Definition of planning	6
2.2.	Principles to guide formulation of competencies	8
2.3.	Code of Conduct	9
2.4.	Contextual factors	10
3.	Competencies	12
3.1.	Generic competencies	14
3.2.	Core competencies	19
3.3.	Functional competencies	32
3.4.	Hierarchy of competencies	39
3.4.1	Hierarchy of competencies for registration categories	39
4.	Education of planning educators	43
5.	Accreditation process	45
5.1.	Approach to accreditation	45
5.2.	Application of the Competency Guidelines	45
5.2.1	Generic competencies	45
5.2.2	Core and Functional competencies	46
5.2.3	Specialisation	47
5.3.	Existing qualification types	49
6.	Transitional arrangements	52

List of Annexures

Annexure 1: NQF levels and competencies	53
Annexure 2: Planning Schools, qualifications and accreditation status	55

List of Tables

Table 1: Principles for South African Planners	8
Table 2: Generic Competencies	15
Table 3: Core Competencies	20
Table 4: Functional Competencies	32
Table 5: Hierarchy of competencies for each category of registration	41
Table 6: Competencies for planning educators	43
Table 7: Curriculum Mapping in relation to Generic competencies	46
Table 8: Format for reporting on Core and Functional competencies	47
Table 9: NQF, current planning programmes, progression routes and registration	50

List of Figures

Figure 1: Golden thread in registration path for planners	4
Figure 2: Planning in the South African context	7
Figure 3: Planning professions interface zone	8
Figure 4: Alignment of competencies	13
Figure 5: Progression of a planner's education and continued professional development	49
Figure 6 : NQF levels and alternative progression routes	50

1. Introduction

The South African Council for Planners (SACPLAN) is the statutory council responsible for regulating the planning profession in terms of the Planning Profession Act, 36 of 2002 (the Act). In terms of the Act, the Minister of Rural Development and Land Reform is responsible for appointing the South African Council for Planners (SACPLAN), a statutory Council of nominated members. The main purpose of the Council is to regulate the planning profession by:

- setting standards;
- accreditation of planning schools for ensuring and promoting a high standard of education and training in planning;
- providing for different categories of planners;
- registration of planners;
- identification and authorisation of areas of work for planners;
- recognition of certain voluntary associations;
- protection of the interests of the public in relation to planning, and
- establishment and enforcement of disciplinary action against registered persons contravening the provisions of the Planning Profession Act.

In order to formulate new competencies and standards for the planning profession, the SACPLAN initiated a process involving two years of research and consultation aimed at achieving the following:

- setting out the competencies expected of planners based on qualifications and experience;
- establishing standards and competencies for planning educators;
- establishing processes for recognising these competencies in relation to the accreditation of qualifications;
- establishing a process for registering planners;
- processing the registration of unregistered planners;
- making provision for prior learning;
- establishing a process of continuing professional development; and
- job profiling.

The present report addresses the first three bullets, namely **competencies expected of planners based on qualifications, competencies for planning educators and accreditation processes**. Subsequent reports address the other aspects. It should be noted that all these aspects are linked and, therefore, need to be formulated so as to be mutually re-enforcing as shown in Figure 1

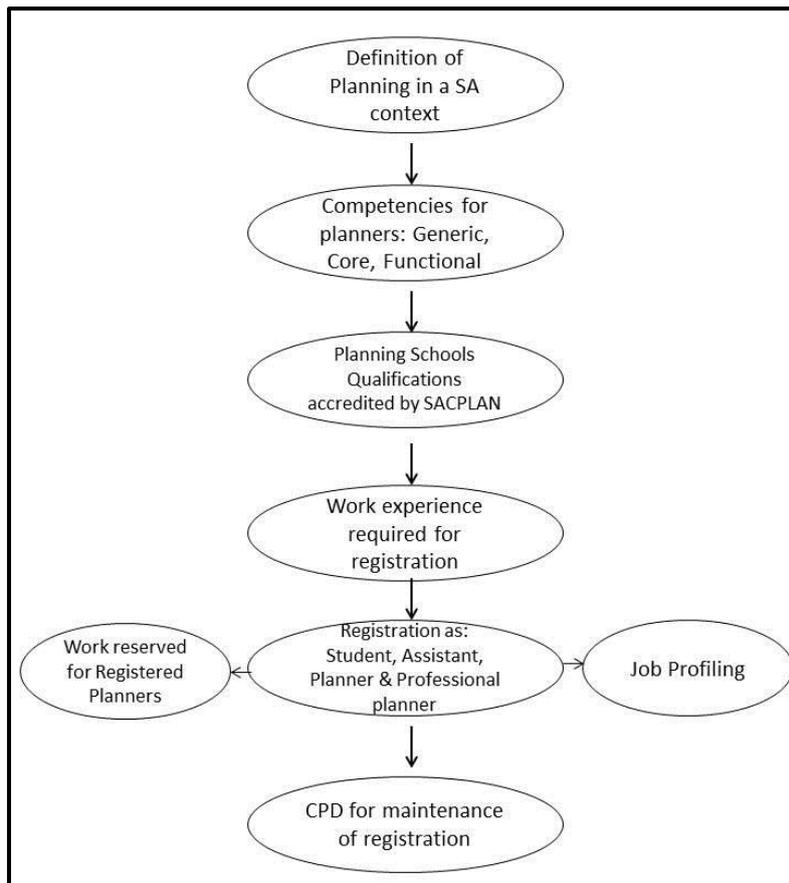


Figure 1: Golden thread in registration path for planners

Internationally and in South Africa, competencies form the basis for curricula design, for accreditation of qualifications, registration and job profiling.

This report draws on previous research on competencies and standards for planners in South Africa; recent research commissioned by the SACPLAN and in-house workshops; experience of professional planning organisations and educators in other countries including United Kingdom, Australia, Canada, India and Vietnam; and lessons from other professional bodies in South Africa.

A draft of this report was presented as a working document and the basis for inputs from key stakeholders.

It is envisaged that the report will be used as follows:

- by educational institutions to design their curricula for planning qualifications;
- by the SACPLAN to accredit and monitor these qualifications;
- by the SACPLAN to monitor the qualifications and experience of Planning Educators on these degree/diploma programmes;
- by unregistered planners to determine what additional credits or qualifications they need; and

- by employers for job profiling.

Terminology

In this and other reports produced for this project, the term “**planner**” refers to Urban and Regional Planners; “**planning**” to urban and regional planning, spanning human settlement, land and associated development issues in urban and rural settings; “**Schools**” or “**Planning Schools**” to all the education and training institutions offering qualifications in planning; and the “**Act**” to the Planning Profession Act (2002).

The next section of this report establishes a platform for the development of planning competencies. It comprises a definition of planning, the SACPLAN motto and a set of principles to guide formulation of competencies and standards. This section concludes with some important contextual perspectives relating to the challenges facing planning in contemporary South Africa and the institutional context within which planning operates.

Section 3 explains how competencies have been defined for the planning profession in South Africa. It goes on to explain how Planning Schools can use the guidelines to demonstrate how each qualification addresses the competencies and how these equate to NQF exit levels. Sections 4, 5 and 6 set out the three mainstream competencies, distinguishing generic, core and functional competencies; and provide performance outcome guidelines. Section 7 sets out the competencies and standards required by planning educators; and section 8 the process for accreditation.

2. Laying the foundations: definition of planning, principles, Code of Conduct and contextual factors

The formulation of competencies for planners in South Africa is based on a definition of planning, guiding principles for planners, the Code of Conduct and recognition of significant contextual factors.

2.1. Definition of planning

The definition of planning in South Africa has evolved over time. Up to the 1980s planning was widely viewed as a technical activity concerned mainly with township layout, infrastructure design and control of land use and built form. Master plans, township layouts and town planning schemes were the primary instruments. These traditional approaches were strongly informed by rational comprehensive planning, which assumed that planners have access to data covering every aspect of the built environment and the time and resources to plan for every eventuality. By the 1990s and early years of the 21st century, planners needed new conceptual and technical skills to enable them to operate effectively in an increasingly complex world where change is less predictable than in the past. The manifestations of these changes need to be anticipated and planned for. This requires greater flexibility than afforded by traditional spatial planning methods.

The definition of planning contained in the Planning Profession Act (2002) was an explicit attempt to re-align the understanding of **planning** and the role of the planning profession in response to contemporary international thinking and prevailing conditions in South Africa. In 2009 UN Habitat reported that planning is currently viewed “as a self-conscious collective (societal) effort to re-imagine a town, city, urban region or wider territory and to translate the result into priorities for area investment, conservation measures, new and upgraded areas of settlement, strategic infrastructure investments and principles of land use regulation. Planning is now viewed as a largely strategic activity.”

In recognition of these and local changes, the SACPLAN adopted a motto to ‘*Reinventing Planning, Changing Lives*’. Drawing from the PPA and contemporary understanding of planning internationally, the following context is proposed for planning in the South African context.

The core of urban and regional planning is a concern with people and how they use space:

- *Where and under what conditions people live*
- *How people make their livelihoods*
- *How people move between their homes and other destinations*
- *How and under what conditions land is used.*

These concerns are manifested as spatial systems and networks.

Planning is a strategic, rather than a comprehensive activity, which implies selectivity and a focus on what really makes a difference to the fortunes of an area over time. Planning is a

field of expertise which involves initiating and managing change in the built and natural environment, across a spectrum of contexts, ranging from urban to rural; and delineated at different geographic scales (national, regional, sub-regional, city, town, village, neighbourhood), in order to further human development and environmental sustainability.

Planning operates specifically in the fields of:

- delimiting, regulating and managing land uses;
- organisation of service infrastructure, utilities, facilities and housing for sustainable human settlements; and
- co-ordination and integration of social, cultural, economic and physical components of settlements through synthesis and integration of information, for preparation of strategic, policy, statutory and other development plans.

The term 'planning' also implies a mode of governance driven by policies through a deliberative process and judgment of collective action in relation to these policies. Planning is not, therefore, a neutral technical exercise: it is shaped by values which must be made explicit. Planning itself is fundamentally concerned with making ethical judgements.

This context provides the basis for formulating competencies for planners, and for distinguishing the competencies of planners from those of professionals working in other built and natural environment and development fields.

The relationship between *scale* (ranging from national to local), *context* (from urban to rural), and *types of plan* (from policy to controls) is illustrated in Figure 2, while the interface zone with professionals in related fields is shown in Figure 3.

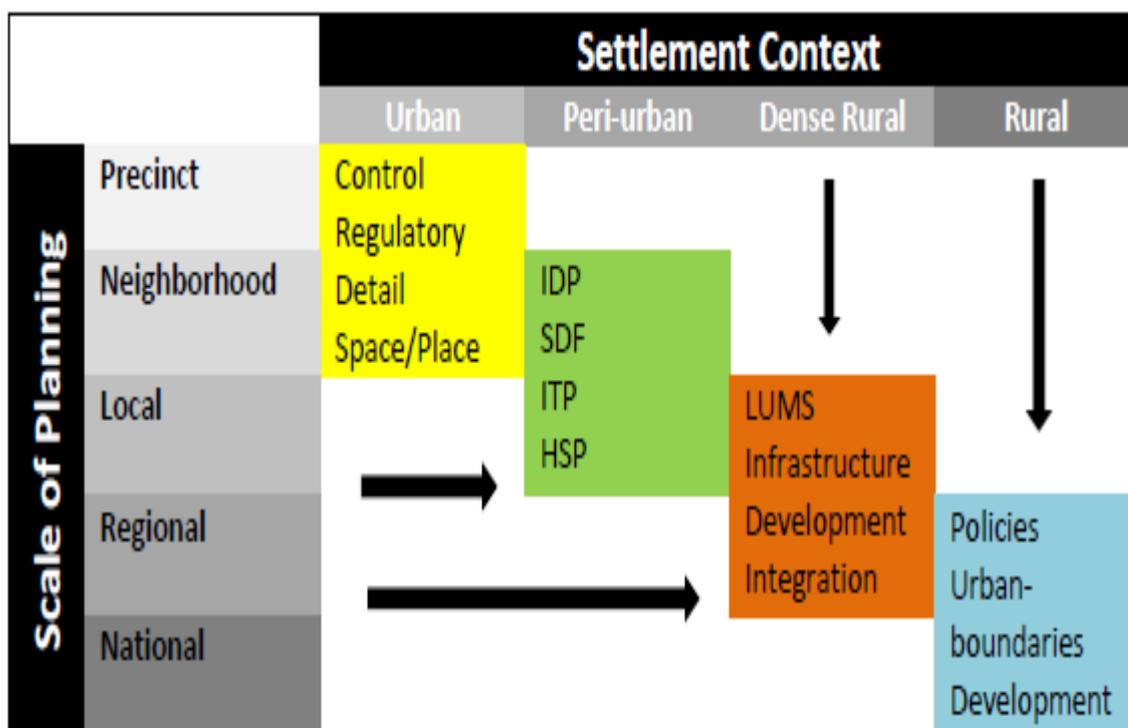


Figure 2: Planning in the South African context

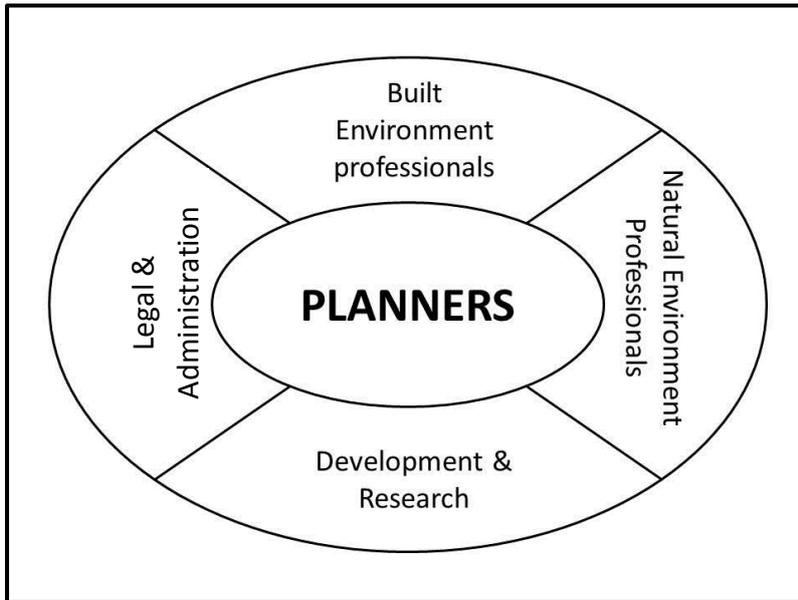


Figure 3: Planning professions interface zone

2.2. Principles to guide formulation of competencies

The SACPLAN has developed a number of principles for the transformation of South African planners which together with the definition of planning and the motto, provide the platform and strategic direction for the formulation of planning competencies.

Table 1: Principles for South African Planners

PRINCIPLES	IMPLICATIONS FOR THE PLANNING COMPETENCIES
Be people driven by valuing human diversity and inclusivity and building safe and vibrant communities.	A people driven approach requires that planners have a set of competencies in communication and community working as well as an understanding of society.
Be growth focused while maintaining an emphasis of sustainable development and reconstruction by generating and supporting economic growth, job creation and providing opportunities for a diverse range of communities.	Planners require an understanding of the principles of sustainable development and informality in the economy and housing.
Mediate and manage competing spatial and individual interests.	Planners require competencies in mediating by understanding the nature of human settlements and their impacts. Not only does this require a basic understanding of the physical nature of planning but also the way in which it interrelates with the livelihoods of different interest groups.

PRINCIPLES	IMPLICATIONS FOR THE PLANNING COMPETENCIES
Maintain a balance between regulatory practices which benefit society at large and facilitation in order to ensure vibrant and healthy communities and settlements. Similarly maintain a link between long-term strategic visions and plans, and short-term actions	While planners need to have an understanding of the 'tools' of planning they also require a sensitivity to how to facilitate in contexts of difference and diversity.
Achieve a wide range of spatial, environmental, social, economic and cultural outcomes that are valued by society as a whole by planning, facilitating and regulating land use and development	Planners require an understanding of how settlements work and evolve, including the social and political, environmental, economic and cultural forces which affect settlements
Promote sustainability by creating efficient and environmentally, socially and economically sustainable human settlements.	Sustainability in its broadest sense is required by planners as a competency and, within this, a critical understanding of environmental issues is required.
Be action oriented supported by ethical and value driven decision making.	Ethical values and planning law need to be part of a planners training in order to perform in complex environments together with a sense of the future oriented nature of planning.
Recognise the pervasive influence of informality in urbanisation and the consequent need to engage with this in creative ways.	Understand the dynamics of urbanisation, migration and informality; and ways of engaging with these processes in relation to land, housing, work, services, administration, etc.
Be transformative (Social, Economic, Cultural) within an African and South African context.	Planners need to have an understanding of diversity and multiple perspectives varying across time, place and space.

2.3. Code of Conduct

The objectives of the Code of Conduct provide further guidance for defining competencies of planners.

“The objectives of this Schedule are to ensure that Registered Persons

- (1) apply their knowledge and skill in the interest of humanity, public interest and the environment and ensure that our natural and cultural environment is taken into account in planning decisions;*
- (2) execute their work with competence, honesty, integrity, sincerity and in accordance with generally accepted norms of professional conduct;*
- (3) respect the interests of their fellow beings and honour the standing of the planning profession;*

- (4) *continuously improve their professional skills and those of their subordinates and employees;*
- (5) *shall fearlessly and impartially exercise their independent professional judgement to the best of their skill and understanding;*
- (6) *shall discharge their duty to their employers, clients, colleagues and others with due care and diligence in accordance with the provisions of this Code of Conduct;*
- (7) *encourage excellence within the Planning Profession;*
- (8) *shall not bring the profession, SACPLAN or any other organisation affiliated to the planning profession into disrepute;*
- (9) *strive towards the transformation of the planning profession in order to achieve the objectives of the Constitution in bringing about a non-racial society, an open democracy and to comply with all applicable empowerment legislations; and promote social and environmental justice in the built environment.”*

2.4. Contextual factors

Formulation of competencies and standards for the planning profession in South Africa needs to be informed by four contextual factors. These draw attention to challenges which the planning profession has to address currently and which are likely to prevail for the next twenty or thirty years:

- ***Recognising the diversity of local needs and choices:*** The question is how planning can improve people’s lives, recognising the diversity of culture, gender, rural - urban relationships and within the formality-informality continuum.
- ***The need for planning to promote more sustainable patterns of development*** Sustainability should be broadly understood to mean social, economic and environmental sustainability. The role of planning is to harmonise three dimensions of economic efficiency, social equity and environmental sustainability.
- ***The high level of economic inequality in the country:*** The issue is how planning can reinvent itself and become a catalyst for providing economic and livelihood opportunities. Different forms of investment need to reflect local needs and choices and not only represent the dominant public and private drivers of investment. This not only requires a deep and substantial understanding of the dynamics of land markets and the regulatory instruments used to influence the forces at play in those markets but to understand too the nature of economies at the local and community levels.
- ***The complexity of our rural history and land use practices:*** Planners will need to be more mindful of the rich history of traditional land practices and incorporate these into planning approaches in a way that builds on and

supports indigenous practices, while also recognising the role that formal and informal land markets and planning practices play in a global economy.

Planners alone cannot solve these contextual challenges. This requires a concerted effort by all sectors of society over an extended period of time. However, planners have a significant and indeed a leading role to play in this process by:

- Promoting more efficient spatial patterns of human settlement formation and growth;
- Promoting patterns of human settlement development that include rather than exclude the poor, and which encourage social and cultural integration;
- Identifying sufficient land for urban expansion to accommodate future urbanization;
- Identifying and engaging with cross-cutting issues such as gender, poverty, informality, appreciation of diversity and communication skills;
- Promoting collaboration between planners, communities, civil society and other interested parties.

This is to be undertaken in such a way as to:

- Promote sustainable livelihoods.
- Promote environmental sustainability and resilience
- Provide for choice, diversity, local needs
- Generate and support economic growth and job creation
- Ensure an equitable distribution of the benefits of land development.

The formulation of competencies and standards also needs to be set in an institutional context, comprising the Planning Profession Act of 2002; the Code of Conduct; the draft Regulations regarding identification of work for planners; the role of the SACPLAN which is explained in the opening paragraphs of this report; and the existing qualification programmes at the Planning Schools which are at different stages of accreditation and review.

3. Competencies¹

Competencies are the amalgam of knowledge, skills and attitudes deemed to be required by a planner on graduation and as applied in practice.

For the purpose of the planning profession in South Africa, three inter-related sets of competencies have been identified. These are:

- **Generic competencies**
- **Core competencies**
- **Functional competences.**

This grouping is disciplinary but accords broadly with DHET competencies.

Generic competencies are the essential skills, attributes and behaviours which are considered important for all planners, regardless of their function or level. Generic competencies are the basic competencies that are common in all the built and natural environment disciplines and indeed in most professions. They are the competencies that are expected from any person studying towards a professional qualification in an institution of higher learning. The *generic* competencies listed below are founded on the SAQA set of generic competencies and then matched with a comprehensive set of generic competencies, similar to those used by the Canadian Institute of Planners, but adapted to the South African context.

Core competencies are the set of specific knowledge, skills, abilities, or experience that a Planner must possess in order to successfully perform the work and activities that are central to professional planning practice. This is the set of competencies that distinguishes planning from the other built and natural environment and development professions with which planning interfaces. They may be considered as the ‘what’ and the ‘how’ of the planning profession. The *core* part of the term indicates that an individual has a strong knowledge and skill basis from which to add value when undertaking a specific planning task.

Functional competencies are the basic skills and behaviour that are needed to do a job successfully. These are competencies which relate to the “how to do” aspects of planning. For this reason the functional competencies focus strongly on techniques and methodologies, some but not all are unique to the planning profession. These have been based on a fairly common set of functional competencies used both internationally and locally.

¹ The generation of competencies has drawn on similar work undertaken in Australia, Canada, the UK (reported in the Consolidated Report) and by the European Commission funded Urban Environmental Planning Commission in Vietnam. The current version reflects significant revisions based on inputs received during the stakeholder consultation process.

These three sets of competencies are mandatory for training and education of all categories of planners. However, the NQF Level and the focus area/specialisation of the different qualifications will determine the emphasis of coverage on these competences. In other words, while the generic, core and functional competencies are expected to be covered in each curriculum at one level or another there are some competences that will be covered more than others depending on the focus areas of the qualification.

Figure 4 illustrates the ways in which different Planning Schools and programmes may be located in relation to the three sets of competencies.

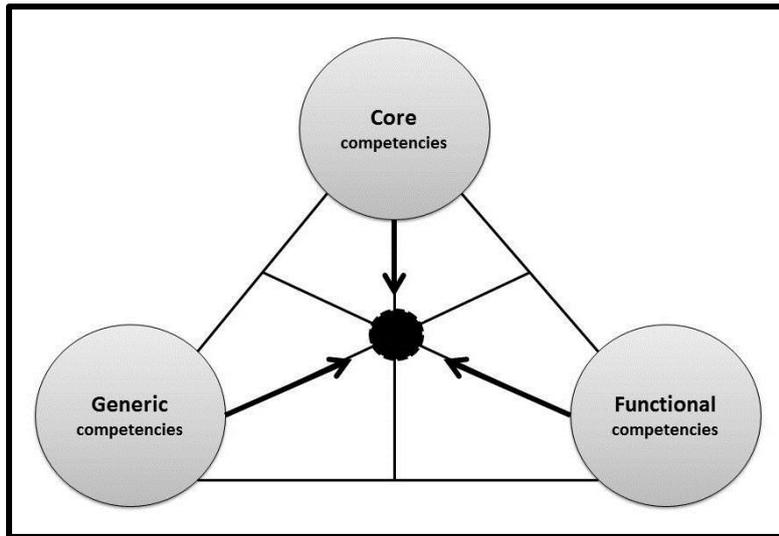


Figure 4: Alignment of competencies

As all accredited qualifications must cover the full range of competencies at one level or another, three levels of competency are proposed. These are less complex than the NQF matrix (Annexure 1) and will allow differentiation between qualifications at different NQF levels and with different focus and character.

- Level 1** *“Awareness of and basic understanding of terminology and concepts; and ability to source further information and insights when required in the work environment”* (typical of NQF level 6)

- Level 2** *“Have a good understanding of a field of knowledge, or an ability to apply a methodology”* (typical of NQF level 7);

- Level 3** *“Be able to apply or engage with the area of competency with increasing degree of mastery and sophistication”* (typical of NQF levels 8 and 9).

Planning Schools can decide at which level each competency is covered in its programmes using mapping tables. Planning Schools can also decide how to allocate credits across all courses covering Core and Functional competencies, as well as other courses on related

subjects (Tables 6 and 7 on pp 37 and 38). Minimum levels for Competencies (in terms of minimum credits) need to be linked to NQF levels. These would differ depending on outcome level (which should be linked to registration category). Registration as a Professional Planner will have a specific set of minimum competencies on a required minimum level. These will be different for a qualification leading to registration as a Planner or Assistant Planner. This must then be linked to the required core competencies, functional and generic competencies (see section 3.2 in the Guidelines for Registration of Planners). Each institution will be able to develop its curriculum (modules) and should indicate to SACPLAN (during Accreditation) how the required minimum credits per level have been addressed between and within the different modules. Any accredited qualification must devote at least 65% of its credit points to courses delivering Core or Functional competencies as defined in the Guidelines.

3.1. Generic competencies

Generic competencies are mandatory competencies for planning graduates from all accredited Schools. In line with international best practice, their programmes should be able to generally demonstrate that students overall have acquired a range of abilities that broadly cover the following matters:

- recognise the need for, locate and use credible information to develop new skills and knowledge;
- perform critical analysis and synthesis;
- develop and evaluate arguments;
- apply creative thinking processes to complex problems;
- write with clarity, cohesion, logic, structure, relevance, accuracy and precision of expression in a range of contexts;
- effectively use voice, body-language, structure, word choice, graphics, and presentation technology, across a range of media that is appropriate to the knowledge base and cultural background of the audience;
- work as a team member, with commitment to shared goals, team processes and appropriate interpersonal skills, including respect, reliability, mutual supportiveness and time management;
- operate in a manner that recognises cultural diversity, the need for equity in outcomes and the knowledge of and implementation of high ethical standards;
- be aware of challenges and opportunities posed by operating in a diverse and globally oriented society; and
- work in diverse employment situations requiring the application of the theory, knowledge and practice of planning.

For purposes of accreditation in South Africa, these generic competencies have been expanded and arranged in six categories.

Generic competencies

- **Critical thinking**
- **Interpersonal competencies**
- **Communications**
- **Leadership**
- **Professionalism and ethical behaviour**
- **Social responsibility.**

Table 2: Generic Competencies

GENERIC COMPETENCIES	PERFORMANCE OUTCOMES
CRITICAL THINKING	
<i>Issue identification</i>	<ul style="list-style-type: none">• Understand effective practices to identify and manage issues.• Identify and track emerging issues in light of project goals, resources and stakeholder interests.• Facilitate processes to identify issues and seek input, categorise, analyse and report on issues.
<i>Problem solving</i>	<ul style="list-style-type: none">• Understand effective problem identification, problem-solving and related decision-making practices, together with underlying values and ethical issues.• Define problems and identify viable options and possible solutions.• Relate activities in one area to others and assess potential for the integration of ideas.• Collate diverse ideas, issues and observations into a simple, clear and useful analysis or presentation.• Enable and support complex decision making.
<i>Research and analysis</i>	<ul style="list-style-type: none">• Understand methods and practices to find relevant information and conduct an analysis.• Compare and integrate data from various sources and identify cause-effect relationships.• Analyse and evaluate results effectively.• Report on results.
<i>Innovation and creativity</i>	<ul style="list-style-type: none">• Understand and encourage practices to support innovation and creativity in work environments.• Use innovation and creative practices and tools to facilitate decision making.

<i>Societal and political awareness</i>	<ul style="list-style-type: none"> • Understand societal and political issues, motives and actions. • Follow societal and political trends, issues and activities. • Demonstrate awareness of how societal and political trends, issues and activities influence decision making.
<i>Strategic thinking</i>	<ul style="list-style-type: none"> • Understand the nature of strategic approaches, analysis and planning. • Understand the need for long-term strategic visions and how these are linked to shorter-term actions and plans.
INTERPERSONAL	
<i>Integrity and trust</i>	<ul style="list-style-type: none"> • Understand the importance of maintaining high standards of integrity and trust. • Provide a balanced picture, respect others and build trust. • Set a positive example.
<i>Diversity and inclusiveness</i>	<ul style="list-style-type: none"> • Understand the elements of diversity and difference. • Appreciate the value of diversity. • Apply policies and practices to accommodate diversity and inclusiveness. • Understand diversity within the South African context in its complexity. • Appreciate gender, class, race, sexuality and ethnicity. • Articulate recommendations for consideration and action.
<i>Collaboration and consensus building</i>	<ul style="list-style-type: none"> • Understand practices to support collaboration and consensus building. • Assess and analyse approaches to support or improve consensus building processes. • Facilitate collaboration and consensus building situations.
<i>Change management</i>	<ul style="list-style-type: none"> • Understand the processes and stages of change. • Monitor issues and anticipate potential changes. • Understand practices to manage change. • Use change management processes to implement decisions.
COMMUNICATIONS	
<i>Listening</i>	<ul style="list-style-type: none"> • Demonstrate capacity to listen effectively and understand messages. • Confirm messages have been received and are understood.

<i>Written and oral communication and presentation</i>	<ul style="list-style-type: none"> • Understand practices and tools to support simple and effective written, oral and visual/graphic presentations. • Express ideas in a clear, organised and effective manner, both verbally and in written and graphic form. • Be able to communicate in written, graphic and mapping forms to convey a clear understanding of the situation, issue or decision. • Communicate complex matters and be persuasive.
<i>Information and knowledge</i>	<ul style="list-style-type: none"> • Understand types of data, information and knowledge required to support decision making. • Translate and integrate various sources of information. • Support timely, relevant and accurate communications.
<i>Information and technology</i>	<ul style="list-style-type: none"> • Understand issues, trends and how to integrate multi-media material into written, oral and visual presentations. • Use current information technology to store information, complete work and make informed decisions. • Evaluate the use of technology and, through benchmarking (review of best practices); identify opportunities for improvement and support of technical staff.
<i>Internal and external communications</i>	<ul style="list-style-type: none"> • Understand various types of internal communications and processes used to gather and disseminate information. • Understand the importance and practices of successful media and other external relations activities required to communicate messages effectively. • Engage in activities to improve internal and external relations activities.
LEADERSHIP AND MANAGEMENT	
<i>Vision and leadership</i>	<ul style="list-style-type: none"> • Understand the differences between leadership and management. Understand the importance of values and vision, methods and processes for vision development and promotion. • Apply a critical, integrative thinking approach to issues. • Ability to initiate and take the lead • Ability to support the development of values and vision, monitor progress and identify when to make interventions.

<i>Responsiveness and influence</i>	<ul style="list-style-type: none"> • Anticipate future needs and developments. • Understand how to engage effectively with stakeholders in complex issues. • Understand how to connect needs and solutions and to influence decisions. • Propose constructive recommendations to key stakeholders.
<i>Team building</i>	<ul style="list-style-type: none"> • Understand team building techniques and dynamics. • Act as a leader or member of a multi-function team. • Build and motivate teams.
<i>Climate of excellence</i>	<ul style="list-style-type: none"> • Understand frameworks to support quality and performance measurement. • Understand the meaning of accountability and practices to support accountability. • Apply practices and tools to achieve positive outcomes.
<i>Managing resources and results</i>	<ul style="list-style-type: none"> • Understand policies and processes to effectively manage resources and results expected. • Manage human and financial resources and achieve targeted results. • Assess the use of resources and identify areas for improvement.
<i>Project management</i>	<ul style="list-style-type: none"> • Manage a project or programme using basic techniques such as critical path analysis, risk assessment and budget management.
PROFESSIONALISM AND ETHICAL BEHAVIOUR	
<i>Continuous learning</i>	<ul style="list-style-type: none"> • Understand practices to support life-long learning, mentorship and coaching for self and others. • Assess continuous learning needs and changes over time. • Mentorship and supporting junior planners. • Engage in continuous learning and promoting the value of learning for self and others.
<i>Ethical standards</i>	<ul style="list-style-type: none"> • Understand ethical responsibilities and dilemmas for the professional planner. • Understand and demonstrate adherence to establish ethical standards. • Set highest standards for self and others, and monitor practice.

<i>Professionalism</i>	<ul style="list-style-type: none"> • Understand the role of the professionals generally. • Understand the role of the planner in the development of the profession. • Understand ethics in the workplace • Monitor changes in the profession and demonstrate professionalism. • Participate in activities to support development in the profession. • Career development and professional empowerment.
SOCIAL RESPONSIBILITY	
<i>Legal responsibility</i>	<ul style="list-style-type: none"> • Understand the need for advocating changes in laws, regulations, standards, and guidelines that affect physical and social provision of service.
<i>Community activism</i>	<ul style="list-style-type: none"> • Understand the role of community volunteerism. • Understand the role of political activism.
<i>Leadership and participation</i>	<ul style="list-style-type: none"> • Understand leadership requirements in the communities. • Understand the collaborative relationships with other practitioners in the built environment and the public at large.
<i>Social justice</i>	<ul style="list-style-type: none"> • Understand the blending of social justice and economic efficiency of services.

3.2. Core competencies

Drawing again from international best practice, the core competencies which planners will need in order to build a new planning professional culture have been identified and arranged in 13 categories. For each, performance outcomes are proposed in terms of knowledge, skills and attitudes (see Table 3). These relate to the range of scales, contexts and types of plans referred to in the definition of planning and illustrated in Figure 2.

Core competencies

- **Settlement history and theory**
- **Planning theory**
- **Planning sustainable cities and regions**
- **Urban planning and place making**
- **Regional development and planning**
- **Public policy, institutional and legal frameworks**
- **Environmental planning and management**
- **Transportation planning and systems**
- **Land use and infrastructure planning**
- **Integrated development planning**
- **Land economics**
- **Social theories related to planning and development**
- **Research**

Issues such as **gender, poverty, informality, appreciation of diversity and communication skills** are embedded within these competencies. The ways in which this is done will vary amongst Planning Schools.

Table 3: Core Competencies

CORE COMPETENCY	PERFORMANCE OUTCOMES
SETTLEMENT HISTORY AND THEORY	
<p>Components:</p> <p><i>History of settlements</i></p> <p><i>Planning history</i></p> <p><i>Urban and rural development theory and processes</i></p> <p><i>Informality</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the history and evolution of human settlements. • Be able to anticipate and analyse existing and future trends in and settlement morphology in developed and developing countries, with special reference to evolving concepts of sustainable urban and rural development, governance, globalisation and localisation. • Demonstrate an understanding of the relationship between formality and informality; as well as different dimensions of informality (e.g. economies, settlements, land markets) and how these influence contemporary development.

	<p>Skills:</p> <ul style="list-style-type: none"> • Apply reading, analytical, writing and evaluation skills associated with settlement analysis, structuring and definition. • Use tools to classify settlement types in relation to understanding the internal and external driving forces. • Employ skills to plan with informality with the aim of improving people's living environments and livelihoods in sustainable ways. • Develop and apply skills in group working and debate. <p>Behaviour and attitudes</p> <ul style="list-style-type: none"> • Advocate the importance of the historical perspective in relation to understanding current issues in cities and rural areas. • Appreciate the complicated interwoven forces that shape the urban and rural development forms and directions of the past, present and future.
<p>PLANNING THEORY</p>	
<p>Components:</p> <p><i>Theory of planning</i></p> <p><i>Land use theory</i></p> <p><i>Urban planning theory</i></p> <p><i>Rural planning theory</i></p> <p><i>Spatial theory</i></p> <p><i>Ecological and environmental theory</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the difference between theories of planning and theories for planning. • Differentiate between various planning theories and understand how they interpret the socio-economic and spatial implications of various actions in planning practice. • Demonstrate an understanding of the evolution of planning thought about types of plans <p>Skills:</p> <ul style="list-style-type: none"> • Apply ideas of various planning theories to guide the development of planning practice. • Analyse stakeholder positions from various theoretical perspectives. • Think critically about what plans are and what form they take. <p>Behaviour and attitudes:</p> <ul style="list-style-type: none"> • Reflect upon the role of urban planning in the process of urban and rural development. • Appreciate the nature of planning as a political process.

<p>PLANNING SUSTAINABLE CITIES AND REGIONS (spatial systems)</p>	
<p>Components:</p> <p><i>Principles, methods, and planning practices for developing sustainable cities and regions</i></p> <p><i>Concepts of sustainability, relevance and application in urban and regional planning</i></p> <p><i>Local Agenda 21</i></p> <p><i>Sustainability indicators and assessment</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of basic principles of sustainability and the meaning of those principles for planning in urban and rural contexts. • Demonstrate knowledge of sustainability issues and aspects of sustainability for development and planning concepts, together with the roles of different stakeholders: government, business and the community. • Demonstrate an understanding of resilience in the context of sustainable planning. • Demonstrate knowledge about basic approaches to developing sustainability indicators, assessment, sustainability reporting and its linkages with planning. • Demonstrate knowledge and awareness of sustainability principles; how they impact on planning practice and instruments to effectively translate awareness into practice. • Demonstrate understanding of issues that are relevant to management models in achieving sustainable development. • Demonstrate understanding of dynamics of migration on urban and rural development. <p>Skills:</p> <ul style="list-style-type: none"> • Review different aspects of sustainability, the opportunities and difficulties in applying sustainability principles in planning and design of settlements. • Ability to link the theoretical foundations and practice of sustainability planning in a comprehensive manner. • Ability to effectively link economic, social and environmental aspects in relation to sustainable urban planning and urban management. • Ability to implement sustainability assessments at both the project and strategic levels including preparation and reporting of sustainability issues, practice and solutions. • Reflect the ability to work effectively in small groups and multi-disciplinary settings. <p>Behaviour and attitudes:</p> <ul style="list-style-type: none"> • Appreciate the importance of sustainability and the inter-

	<p>relationship between economic, social and environmental issues.</p> <ul style="list-style-type: none"> • Advocate the importance of planning as an important tool to contribute to the sustainable development of urban and rural areas and the wider environment.
URBAN PLANNING AND PLACE MAKING	
<p>Components:</p> <p><i>Theories of urban structure</i></p> <p><i>Theories and city design approaches</i></p> <p><i>Theories of spatial change</i></p> <p><i>Principles of layout planning</i></p> <p><i>Principles of land use management</i></p> <p><i>Place making in the public realm</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Differentiate between the theories, processes and practices involved in making places. • Demonstrate an understanding of the conceptual approach to spatial planning. • Awareness of issues and concepts used in developing design solutions (e.g. site layouts, building massing, orientation, patterns of use and movement systems; public space and cultural heritage). • Demonstrate an understanding of the land use, transport, infrastructure, environmental and economic implications of a layout. • Demonstrate an understanding of social facilities planning. • Demonstrate an understanding of land use management approaches. <p>Skills:</p> <ul style="list-style-type: none"> • Apply methods and techniques to critically evaluate the qualitative aspects of the landscape and three-dimensional built form. • Critically review existing settings and objectively define the patterns and factors that affect their performance, including economic appraisal. • Communicate and engage with users and stakeholders in various spatial contexts with regards to place making issues, factors and attributes. • Display competence in graphical communication techniques (hand drawn sketches, concepts and plans for the purpose of understanding of scale, density, and place making responses). • Use various computer techniques capable of assisting in the analysis, interpretation and structuring of places. <p>Behaviour and attitudes:</p> <ul style="list-style-type: none"> • Appreciate the impact of urban form on different sectors

	<p>of society.</p> <ul style="list-style-type: none"> • Appreciate the importance of stakeholder and user participation in place making. • Recognise the context of specific settings such as political, socio-economic, cultural, ecological, development as being vital for creating high quality places and a vibrant public realm. • Appreciate place specific qualities and local identity.
REGIONAL DEVELOPMENT AND PLANNING	
<p>Components:</p> <p><i>Regional development theory</i></p> <p><i>Regional policy</i></p> <p><i>Regional planning practice</i></p> <p><i>Development planning</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Understand the importance and dynamics of the city – region concept. • Demonstrate an understanding of the basic concepts and theories relating to regional planning. • Demonstrate an understanding of environmental regional planning principles and their application. • Recognise the issues involved in solving planning problems at a regional level in both urban (city-wide) and rural contexts. • Identify the stakeholders and power relationships involved in the development of the city-region and the regional planning process. • Differentiate between the regional planning process in South Africa and international practice. <p>Skills:</p> <ul style="list-style-type: none"> • Identify the characteristics and attributes of city-regions. • Analyse the various components relevant for regional planning, including social and economic development, sustainable regionalism. • Prepare a regional policy and/or plan. • Analyse and critique regional policies and various issues relating to regional planning in practice. <p>Behaviour and attitudes:</p> <ul style="list-style-type: none"> • Appreciate the role of regional planning in the overall planning process. • Accept the constraints and opportunities provided by the existing institutional framework for regional planning in South Africa.

<p>PUBLIC POLICY, INSTITUTIONAL AND LEGAL FRAMEWORKS</p>	
<p>Components:</p> <p><i>Public policy</i></p> <p><i>Governance and community participation</i></p> <p><i>Planning law</i></p> <p><i>Comparative planning systems</i></p> <p><i>Professional practice</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of public policy, legal frameworks, institutions and procedures that influence or bring about change. • Demonstrate an understanding of the institutional and legal frameworks governing planning processes in South Africa. • Demonstrate an understanding of the planning and environmental legislation (including by-laws) which influence planning and development in South Africa. • Demonstrate an understanding of traditional land use practices in South Africa. • Demonstrate an understanding of planning systems in other countries. • Demonstrate an understanding of governance and community participation. • Demonstrate an understanding of the way the planning profession is organised in South Africa. <p>Skills:</p> <ul style="list-style-type: none"> • Ability to communicate competently in making an effective contribution to the planning and decision-making processes. • Use legal and policy documents relevant for the development and approval of urban plans as well as for the implementation and enforcement of urban plans in South Africa. • Ability to draft planning schemes • Apply legal and policy standards when drafting urban plans or preparing development proposals. <p>Behaviour and attitudes:</p> <ul style="list-style-type: none"> • Recognize the political nature of decision making in planning, the importance of stakeholder involvement and participation and the role of negotiation in the planning process. • Appreciate key legal and institutional trends and issues in South Africa and around the world in relation to planning and development processes. • Support development of the planning profession in South Africa.

<p>ENVIRONMENTAL PLANNING AND MANAGEMENT</p>	
<p>Components:</p> <p><i>Natural systems</i></p> <p><i>Environmental management and planning</i></p> <p><i>Climate change</i></p> <p><i>Sustainability</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of ecology, the environment, environmental issues and the environmental impacts involved in the development of cities and regions. • Define the key elements of environmental valuation and environmental impact assessment. • Demonstrate an understanding of the integrating of environmental issues in the planning and development process. • Differentiate between various environmental management approaches such as policies, governance activities, quality of life, and public awareness building. • Demonstrate understanding the processes, forms and limitations of objects and systems within the built and natural environments. <p>Skills:</p> <ul style="list-style-type: none"> • Analyse natural systems and appreciate environmental constraints. • Conduct research and evaluation of the environment and urban environmental issues. • Assess EIAs, SEAs, Environmental Impact Statements and other environmental management tools. • Carry out tasks of environmental planning and management. • Prepare and draft policies for environmental management. <p>Behaviour:</p> <ul style="list-style-type: none"> • Advocate the importance of environment issues in development and planning processes. • Ethical stance on environmental issues, protecting environment, sustainable development and its importance in planning procedures.

<p>LAND USE AND INFRASTRUCTURE PLANNING</p>	
<p>Components:</p> <p><i>Land use analysis and planning</i></p> <p><i>Infrastructure planning</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of land uses in urban and rural areas and the infrastructure requirements of these different uses. • Demonstrate an understanding of the interaction between infrastructure supply and development in general and specifically between infrastructure planning, land-use and the environment. • Differentiate between the various elements relevant for planning and management of the infrastructure system. • Demonstrate an understanding of relationships between infrastructure supply, maintenance and financing, and human settlement. <p>Skills:</p> <ul style="list-style-type: none"> • Ability to analyse land use, forces driving change, and demand for future uses. • Determine the demand for infrastructure in various sectors. • Design an infrastructure system in either a new area or an existing area. • Undertake infrastructure planning as part of the general planning process. <p>Behaviour and attitudes:</p> <ul style="list-style-type: none"> • Appreciate the importance of infrastructure (including energy supply and waste management) in the process of urbanization. • Appreciate the importance of operations and maintenance of infrastructure.
<p>TRANSPORTATION PLANNING AND SYSTEMS</p>	
<p>Components:</p> <p><i>Theories, processes and methods of transportation planning</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of basic concepts of transportation, roles of transport and the interaction between transport, travel behaviour, land-use and built form. • Distinguish between the main elements, modes and

<p><i>Interaction between transport, land use, environment and infrastructure</i></p> <p><i>Sustainable transport</i></p>	<p>issues relevant for transportation planning.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the role and organization and operation of public transport in modern societies and rapidly urbanising economies. • Demonstrate knowledge of policy lessons and key cases studies related to sustainable transportation planning in selected cities in the world. • Demonstrate an understanding of the inter-relationships between transportation, land use, infrastructure and environment. <p>Skills</p> <ul style="list-style-type: none"> • Analysis of transport networks in terms of demand and supply; requirements of transportation passengers and goods; modes of transport; capacities and track characteristics. • Methods and mechanisms to operationalise the concept of sustainable transport in planning practice. • Plan transportation networks: form of network systems, route classification, modal split and system interchange. <p>Behaviour and attitudes:</p> <ul style="list-style-type: none"> • Appreciate the role of planning in controlling transport demand and its impact upon, accessibility and employment. • Advocate the concept of sustainable development in the transport sector. • Appreciate the lessons learned from transportation planning in selected cities and regions around the world and advocate optimum solutions for transportation planning in South Africa.
<p>LAND ECONOMICS</p>	
<p>Components:</p> <p><i>Economic development</i></p> <p><i>Land economics</i></p> <p><i>Access to land</i></p> <p><i>Property development process</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of key economic concepts, theories, trends and processes of change relating to urban, rural and regional development. • Differentiate between alternative economic explanations of why cities exist and what makes cities and regions grow and decline. • Demonstrate an understanding of the impacts of globalisation and local economic development. • Demonstrate an understanding of the economic policies to manage urbanisation.

	<ul style="list-style-type: none"> • Demonstrate an understanding of land and land tenure in relation to spatial development processes. • Demonstrate an understanding of land markets and how ownership and property rights affect the implementation of spatial plans. • Demonstrate an understanding of issues relating to access to land in urban and rural settings. • Demonstrate an understanding of policies to promote rural development • Demonstrate the ability to analyse spatial systems comprehensively. • Demonstrate an understanding of the property development process. • Demonstrate an understanding of costs and benefits of alternative proposals, establishing funding requirements and obtaining public gains. <p>Skills:</p> <ul style="list-style-type: none"> • Ability to assess economic factors promoting development in particular areas. • Ability to analyse development projects from an economic perspective. • Critically evaluate economic policies implemented to promote development. <p>Behaviour and attitudes:</p> <ul style="list-style-type: none"> • Appreciate the role of the private sector and other state and non-profit agencies in economic development. • Advocate the importance of economic growth in relation to the development of urban and regional plans. • Confidence in implementing and developing innovative plans.
<p>INTEGRATED DEVELOPMENT PLANNING</p>	
<p>Components:</p> <p><i>Integrated development planning processes (international and South African contexts)</i></p> <p><i>South African IDP</i></p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Demonstrate an understanding of theories and approaches to integrated development planning as understood internationally. • Demonstrate an understanding of the origins and evolution of integrated development planning in South Africa.

	<p>Skills:</p> <ul style="list-style-type: none"> • Ability to apply integrated development planning processes in different contexts and at different scales. • Ability to undertake the processes required in the preparation, implementation and monitoring of an IDP. <p>Behaviour and attitudes:</p> <ul style="list-style-type: none"> • Appreciate the holistic and inherently integrated nature of human settlements, and the development of towns, cities and their hinterlands. • Appreciate the role of planners in operating at the interface zone with other built environment, natural environment, development and financial professionals.
<p>SOCIAL THEORIES RELATED TO PLANNING AND DEVELOPMENT</p>	
<p>Components:</p> <p><i>Geographical aspects of planning</i></p> <p><i>Sociological aspects of planning</i></p> <p><i>Anthropological aspects of planning</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of major urban geographical, sociological and anthropological theories that relate to planning. • * Exhibit understanding of the socio-economic composition of society and the vertical and horizontal division of class, ethnicity and gender. • * Distinguish the needs and aspirations of specific social and cultural groups in the urban planning context. • Demonstrate an understanding of the social dimensions of urban and regional development. <p>Skills:</p> <ul style="list-style-type: none"> • Ability to apply geographical, social and anthropological concepts and theories to the development of a research frame. • Ability to apply social science based empirical field work methods, to research and evaluates social issues in urban and rural contexts. • Analyse and summarize socio-economic and socio-political issues. • Ability to communicate, negotiate and debate. • Ability to work in multi-disciplinary teams. <p>Behaviour and attitudes:</p> <ul style="list-style-type: none"> • Advocate the application of geographical, social and anthropological theories in order to provide more sustainable solutions to urban and regional problems. • Appreciation of the interactions between places and

	people through the study of social behaviours.
RESEARCH	
<p>Components:</p> <p><i>Research methodology</i></p> <p><i>Research reports and papers</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Differentiate between social research approaches, principles and methods and their application in the analysis of planning problems and issues. • Demonstrate an understanding of research design; association and cause; validity issues; time dimension; data-gathering; measurement and sampling; reliability and validity. • Understand and differentiate between qualitative methods in social research (including case study method in social research evaluation research: questionnaires and social surveys) and quantitative methods (statistical analysis and measurement). • Demonstrate knowledge of research ethics. <p>Skills:</p> <ul style="list-style-type: none"> • Identifying and formulating an appropriate research problem and key research questions. • Demonstrate methodological competence in selecting and applying appropriate quantitative and qualitative methods of evaluation and analysis. • Ability to assess the feasibility of a research project. • Ability to design a research method (including selection of data collection methods and analysis) appropriate to the chosen research questions. • Ability to identify theories and concepts relevant for the research questions. • Ability to conduct a research project, draw logical conclusions, and formulate reasoned proposals. • Ability to write and present a research proposal in a clear and lucid manner. <p>Behaviour and attitudes:</p> <ul style="list-style-type: none"> • Appreciate the importance of social research for the planning profession. • Advocate an ethical research approach (e.g. avoidance of plagiarism, use appropriate referencing methods, ethical survey and reporting methods).

3.3. Functional competencies

As noted above, Functional competencies are the basic skills and behaviour that are needed to do a job successfully - those which relate to the “how to do” aspects of planning. Therefore, the functional competencies focus strongly on techniques and methodologies, some but not all of which are unique to the planning profession. The arrangement of Functional competencies into seven groups has been influenced by the categories of practical experience required for registration (plan making and managing plan implementation). Teaching methods for these Functional competencies will rely heavily on studio-based teaching and learning, enhancing experiential learning, learning-by-doing, problem-based learning and learning-through-reflection, as well as *in situ* fieldwork and other experience based approaches.

<u>Functional competencies</u>
<ul style="list-style-type: none"> • Survey and analysis • Strategic assessment • Local area planning • Layout planning • Plan making • Plan implementation • Participation and facilitation

Table 4: Functional Competencies

FUNCTIONAL COMPETENCY	PERFORMANCE OUTCOMES
SURVEY AND ANALYSIS	
<p>Components:</p> <p><i>Surveys</i></p> <p><i>Analysis and synthesis</i></p> <p><i>Mapping, GIS, and computer aided design (CAD)</i></p> <p><i>Technology in planning</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the research process and a range of planning tools linked to this process. • Demonstrate an understanding of the information needed to inform planning research and the sources. • Distinguish the variety of planning tools and research methods and to recognize when, where and how these tools and skills can be used in the urban and regional planning and development realm. <p>Skills:</p> <ul style="list-style-type: none"> • Apply appropriate tools and skills in research and planning practice including statistical methods,

	<p>quantitative and qualitative analysis.</p> <ul style="list-style-type: none"> • Ability to design and conduct of surveys (quantitative and qualitative); tabulate and record results in appropriate formats; and analyse the findings. • Knowledge of database design, standards to be used in data capture and metadata capture. • Ability to produce maps at different scales • Ability to use/apply GIS as a tool for analysis, mapping and presentation. • Professional writing and presentation skills. • Ability to interpret research data and synthesise findings into a concise form so as to improve decision-making. <p>Behaviour and attitudes:</p> <ul style="list-style-type: none"> • Appreciate the importance of systematic research in relation to the planning process and its application. • Willingness to adapt to learn different technological techniques.
<p>STRATEGIC ASSESSMENT</p>	
<p>Components:</p> <p><i>Land use and tenure analysis</i></p> <p><i>Socio economic and demographic analysis</i></p> <p><i>Physical and environmental analysis</i></p> <p><i>Infrastructure and public services analysis</i></p> <p><i>Spatial analysis</i></p> <p><i>Institutional and stakeholder analysis</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the methods of analysis related to: <ul style="list-style-type: none"> ○ Land use and tenure ○ Demographic, economic and social characteristics ○ Physical and environmental aspects ○ Infrastructure and public services ○ Space economy ○ Institutions and stakeholders. • Demonstrate an awareness of the appropriate level of analysis in each case given the nature of the problem and the data available. • Demonstrate an understanding of the processes of change and the forces driving change. • Demonstrate an understanding of how to integrate the findings of these methods of analysis so as to provide a strategic assessment of a study area. • Demonstrate an understanding of weaknesses or gaps in the analyses arising from quality of data or other factors. • Make meaningful new connections between apparently challenging, contradictory or unlikely elements, think strategically and apply planning concepts, skills and

	<p>knowledge in a range of spatial settings.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Apply appropriate tools and techniques to undertake analysis of the attributes listed above. • Apply suitable formats for presenting the results and trends in a concise, coherent form. • Ability to synthesise the findings from these strands of analysis into a strategic assessment of the prevailing situation. • Ability to use GIS as a tool for analysis, mapping and presentation. <p>Behaviour and attitudes:</p> <ul style="list-style-type: none"> • Appreciate the role of sound, evidence based analysis in urban and regional planning practice.
<p>LOCAL AREA PLANNING</p>	
<p>Components:</p> <p><i>City-wide analysis and planning</i></p> <p><i>Local area analysis</i></p> <p><i>Local area planning</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the dynamics of neighbourhoods, in particular, the inter-relationships between residents and the associated activities and the physical environment. • Identify the process required to analyse characteristics of a neighbourhood. <p>Skills:</p> <ul style="list-style-type: none"> • Apply a diversity of research methods to analyse characteristics of a neighbourhood. • Undertake a community-based participatory planning approach. • Implement a social impact assessment. • Justify a planning rationale, especially from the local community's perspective. • Prepare a development (or improvement) plan. • Apply oral, written and graphical communication and presentation techniques. <p>Behaviour and attitudes:</p> <ul style="list-style-type: none"> • Accept the importance of community-based planning approach in understanding the dynamics in a neighbourhood and the aspirations of its inhabitants. • Acknowledge the importance, benefits and limitations of community engagement in understanding a

	neighbourhood.
LAYOUT PLANNING	
<p>Components:</p> <p><i>Site analysis</i></p> <p><i>Layout planning and site planning</i></p> <p><i>Township development</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the methods of site analysis including relationships with surrounding areas. • Discover key planning issues of places and development concepts. • Understand the factors that affect sustainability in the built environment. • Develop an understanding of the regulations, standards and guidelines relevant to planning projects. • Demonstrate an understanding of township development and establishment processes. <p>Skills:</p> <ul style="list-style-type: none"> • Apply site analysis skills in relation to sustainable development considerations. • Apply a range of research methods and planning tools. • Complete the various stages involved in methodologies for the preparation of a layout plan. • Group working and multi-disciplinary. • Apply oral, written and graphical communication and presentation techniques. <p>Behaviour and attitudes:</p> <ul style="list-style-type: none"> • Appreciate the role of research and planning tools in solving planning problems. • Appreciate the conflicts and tensions inherited in the planning process as prescribed by law as applied in reality. • Develop an ethical approach to decision-making in plan production.
PLAN MAKING	
Components:	<p>Knowledge (IDP):</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the methodology,

<p><i>Integrated development planning</i></p> <p><i>Strategic planning ² (including Scenario planning³)</i></p> <p><i>Spatial planning</i></p>	<p>processes and content of an IDP as set out in the Municipal Systems Act (2000), including the Spatial Development Framework.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the cross-cutting issues that need to be addressed in IDPs, including poverty, gender, HIV/AIDS, disability and power relations. • Demonstrate an understanding of the communication processes associated with IDPs and of the updating and review processes. <p>Knowledge (Strategic planning):</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the distinguishing characteristics of strategic planning and appropriate methodologies in the context of urban and regional planning. • Demonstrate an understanding of the processes of strategic analysis, scenario planning (see below), formulating long term visions, translating these into strategies and short term action plans for implementation. <p>Knowledge (Spatial planning):</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the rationale for spatial planning, and its inherently strategic nature. • Demonstrate an understanding of the evolution of spatial planning from master planning of the 1960s to contemporary strategic spatial planning. • Demonstrate an understanding of the concepts and terminology of spatial planning, and of the techniques of spatial analysis. • Demonstrate an understanding of the process of developing a spatial plan through a process of spatial analysis, synthesis and developing a spatial argument and spatial concept plan, into a Spatial Development Framework and more detailed spatial plans. <p>Skills (IDP):</p>
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² Strategic Planning is a generic methodology with roots in military and business. Its methodology involves assessing a particular situation and the resources available; examining likely and possible long-term futures (sometimes using scenarios), formulating strategies to mitigate negative outcomes and promote desired futures; and establishing a rolling, and short-term action plan to make most effective use of resources. The strategic planning methodology has been used effectively in urban and regional planning contexts and forms the conceptual base for South Africa's IDPs.

³ Scenario planning is similarly a generic methodology with origins in political science and business. Again it has been used to good effect in urban and regional planning.

	<ul style="list-style-type: none"> • Apply appropriate planning methods to formulate an IDP. • Communicate IDP plan making processes to different groups of stakeholders and incorporate their input in a balanced way. • Ability to undertake an IDP update and review. <p>Skills (Strategic planning):</p> <ul style="list-style-type: none"> • Demonstrate creative competence in finding solutions to problems such as spatial conflicts and for developing new strategic concepts. • Demonstrate visionary competence in making connections between periods, trends and pathways of development. • Apply methods of strategic analysis, scenario planning, formulating long term visions, translating these into strategies and short term action plans for implementation in an urban, rural or regional setting. <p>Skills (spatial planning):</p> <ul style="list-style-type: none"> • Demonstrate skills in spatial analysis, including the use of GIS • Ability to evaluate local and regional influences of spatial problems and the impacts of different policies. • Ability to formulate spatial plans at different scales for different contexts and at different scales; <ul style="list-style-type: none"> ○ Regional scale spatial development frameworks ○ Local area spatial plans (for large and small areas) ○ Spatial plans for components of the urban system (e.g. declining CBDs, areas in transition, infill areas, densely settled peri-urban areas, informal settlements, etc.) ○ Spatial plans for rural settlements. <p>Behaviour and attitudes:</p> <ul style="list-style-type: none"> • Develop a systematic approach for the purpose of formulating appropriate and well reasoned plans. • Acknowledge and be able to distinguish between the different methodologies for plans and plan making.
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<p>PLAN ADMINISTRATION, IMPLEMENTATION AND LAND USE MANAGEMENT</p>	
<p>Categories:</p> <p><i>Land use management</i></p> <p><i>Planning schemes</i></p> <p><i>Development controls</i></p> <p><i>Planning applications</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of different methods of land use management and development controls. • Demonstrate an understanding of the processes of formulating and of administering land use management mechanisms. • Demonstrate an understanding of the measures for implementing IDPs and SDFs • Distinguish the roles of planners preparing development applications and of planners administering the land use management and control mechanisms. • Display understanding of the legal and procedural context. <p>Skills:</p> <ul style="list-style-type: none"> • Ability to formulate appropriate land use management and development controls measures. • Ability to administer land use management and development controls measures. • Ability to prepare development applications and other planning documents. • Display an understanding of legal drafting in relation planning documents. <p>Behaviour and attitudes:</p> <ul style="list-style-type: none"> • Show professionalism in working individually or as part of a team. • Acknowledge that there will be different stakeholders and show due consideration.
<p>PARTICIPATION AND FACILITATION</p>	
<p>Components:</p> <p><i>Participation processes</i></p> <p><i>Facilitation</i></p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the value of facilitation to plan making and implementation, and the diversity of facilitation approaches • Demonstrate a knowledge of stakeholder identification methods and ways of distinguishing different ways in

<p><i>Dispute resolution</i></p> <p><i>Negotiation</i></p>	<p>which stakeholders can contribute to development processes</p> <ul style="list-style-type: none"> • Demonstrate knowledge of different approaches and methodologies in participation, facilitation, dispute resolution and negotiation. • Understand alternative approaches to dispute resolution and conflict management. • Understand practices to support negotiations <p>Skills</p> <ul style="list-style-type: none"> • *Ability to apply participation, facilitation and dispute resolution methods • Ability to facilitate processes to support decision making and engender commitment. • Ability to assess the nature of a conflict and suggest an approach to address the conflict. • Ability to propose recommendations for consideration and action. <p>Behaviour and attitudes</p> <ul style="list-style-type: none"> • Support diverse and multicultural positions and presents issues in a factual and persuasive manner. • Build on common ground and seek compromise when appropriate. • Address conflicts in a non-judgmental fashion, clarify differences, and build on common interests.
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3.4. Hierarchy of competencies

3.4.1 Hierarchy of competencies for registration categories

The points of departure for linking competencies with registration categories are derived from the Competencies guidelines (page 13). These are the following:

- All accredited qualifications must cover the range of Generic competencies at Level 1 (at least)
- The full range of Core and Functional competencies must be covered at one of the three levels (see below)
- Three levels of competency are:
 - **Level 1** “Awareness of and basic understanding of terminology and concepts; and ability to source further information and insights when required in the work environment” (typical of NQF level 6)
 - **Level 2** “Have a good understanding of a field of knowledge, or an ability to apply a methodology” (typical of NQF level 7);

- **Level 3** “Be able to *apply or engage with the area of competency with increasing degree of mastery and sophistication*” (typical of NQF levels 8 and 9).
- All Planning Schools need to map or classify their existing programmes in terms of each category of competencies (generic, core, and functional). This will provide a ‘footprint’ of each programme at different Schools.
- Any accredited qualification must devote at least 65% of its credit points to courses delivering Core or Functional competencies as defined in the Guidelines.

The text boxes summarise the competencies expected of planners in each registration category.

A Professional Planner must demonstrate

- A good conceptual grasp of the field of urban and regional planning as practised in South Africa
- Ability to assess a situation which requires planning intervention and formulate appropriate responses
- Provide leadership to fellow professional planners, professionals in related fields, communities and other stakeholders in planning processes
- Possess some specialist planning knowledge or skills.

A **Professional Planner** must have an all-round set of competencies, most of which are at the upper competency Levels (2 and 3). Registration as a Professional Planner requires competencies spread over Core (35% of credit points) and Functional (30%). In each at least 35% must be at Level 3 and 35% at Level 2. All Generic competencies at Level 1 with the exception of Critical Thinking; Leadership and management; and Professional and ethical behaviour, which must be at Level 2 or 3.

A Planner must demonstrate

- A reasonably good conceptual grasp of the field of urban and regional planning as practised in South Africa
- An array of most of the technical skills expected of an Assistant Planner
- Ability to interact with other professionals, communities and stakeholders in planning processes under supervision of a Professional Planner
- Ability to provide direction to Assistant Planners.

For a **Planner** competencies must be spread over Core (30% of credit points) and Functional (35%) competencies. In contrast to the Professional, at least 25% of Core competencies must be at Level 3 and 40% at Level 2; while for Functional competencies 30% must be at Level 3 and 35% at Level 2. The requirement that a Planner has at least a Level 1 competency in the balance of Core and Functional competencies provides a base for further studies to register as a Professional Planner in due course.

An **Assistant Planner** must demonstrate

- A basic conceptual grasp of the field of urban and regional planning as practised in South Africa
- Technical skills across the range of activities related to Functional Competencies
- Ability to carry out planning tasks as directed by a Professional Planner
- Ability to manage aspects or stages of a planning process under supervision

An **Assistant Planner’s package of competencies:**

- The emphasis is on the techniques and methodologies, the “how to do” aspects of planning.
- Competencies must be spread over Generic, (Core) and Functional, but weighted towards Functional competencies.
- Most of the Functional competencies must be at Level 2, preferably one at Level 3, and the balance at level 1.
- All the Generic must be at Level 1 at least
- Of the Core competencies, the following must be at level 2 :
 - Environmental planning and management;
 - Integrated Development planning;
 - Urban planning and place making.
- The requirement that an Assistant Planner has at least a level 1 competency in the balance of Core and Functional competencies provides a base for further studies to register as a Planner, or a Professional Planner in due course.

Table 5 sets out the hierarchy of competencies expected for Professional Planners, Planners and Assistant Planners. Levels indicated in the Table are the minimum expected. These should be used as guidelines which may be adjusted in the future.

Table 5: Hierarchy of competencies for each category of registration

Competencies	Professional Planner (NQF 8 or 9)		Planner (NQF 7)		Assistant Planner (NQF 6)	
Generic	All at Level 1		All at Level 1		All at Level 1	
+						
Core	35%	35% at Level 3	30%	25% at Level 3	25%	50% at Level 2
		35% at Level 2		40% at Level 2		50% at Level 1
		30% at level 1		35% at Level 1		
+		100%		100%		100%

Functional	30%	35% at Level 3	35%	30% at Level 3	40%	75% at Level 2
		35% at Level 2		35% at Level 2		25% at Level 1
		30% at Level 1		35% at Level 1		
+	65%	100%	65%	100%	65%	100%
Practical experience as indicated in section 3.1 of Registration Guidelines						

4. Education of planning educators

The following standards and competencies for planning educators and planning programmes are proposed for accreditation purposes, based on experience from planning institutions in other countries and adapted for the South African context.

- The Head of any accredited planning programme must be registered as a Professional Planner
- The majority of full-time teaching staff must be SACPLAN registered Planners or Professional Planners.
- Members of full-time staff teaching any planning course must have an NQF level equal to or higher than the level of teaching at which they are teaching. In other words a Planner with an NQF level 6 qualifications may not teach at a level higher than level 6.
- Research is considered to be a critical element of an accredited planning program.
- It is desirable that at least one member of staff in any accredited planning school should be in possession of a PhD (NQF exit level 10) qualification.

Planning Programmes should be characterised by the following:

- Administrative capacity and academic independence to control and deliver its programme;
- A clear identity within its institution and have a recognised individual responsible for the administration of the planning program;
- A programme advisory / liaison committee to be established for each institution offering accredited planning programs to meet at least once a year. This should comprise representatives from the community, the profession, recent graduates and current students.
- Periodic review of the programme's strategic direction, operations, facilities and resources with input from students, alumni, employers and the other stakeholders.
- Engagement between planning Schools, planning practitioners, government and the broader community and, where appropriate, part-time teaching by qualified, practising professionals.
- Arrangements and protocols for transfer of credits between Planning Schools.
- Positioning of planning schools within tertiary education needs to ensure that there are appropriate management and organizational structures.

The proposed competencies for Planning Educators are presented in Table 6.

Table 6: Competencies for Planning Educators

PLANNING EDUCATION	
Components:	Knowledge:
<i>Teaching planning in</i>	<ul style="list-style-type: none"> • Demonstrate an understanding of contextual challenges facing urban and regional planning.

<p><i>tertiary institutions</i></p> <p><i>Publication</i></p> <p><i>Mentoring</i></p> <p><i>CPD</i></p>	<ul style="list-style-type: none"> • Demonstrate leadership in training and education programmes. • Demonstrate understanding of curricular development trends, internationally and in Africa. • Demonstrate an understanding of importance of sharing knowledge and experience through publication in a range of media. • Demonstrate an understanding of the importance of research both as a learning tool and as a key quality competence indicator. • Demonstrate an understanding of the need to promote mentoring in various modes and contexts. • Demonstrate an understanding of the importance of Continuous Professional Development. <p>Skills:</p> <ul style="list-style-type: none"> • Ability to teach at tertiary level using a variety of methods including block teaching, practice-based and “discussion” teaching approaches that promote “experiential” and “problem based learning” using case studies, in addition to conventional lectures and seminars. • Ability to organise all aspects of training and education programmes efficiently. • Ability to communicate effectively using oral, written and graphic means. • Ability to design and deliver CPD modules and courses. <p>Behaviour and attitudes:</p> <ul style="list-style-type: none"> • Sharing knowledge and experience with fellow planners and students. • Promoting Continuous Professional Development. • Understanding beneficiary communities and groups so as to educate learners about impact planning / plans will have on people. • Empathy for students, many of whom are studying in a second language.
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5. Accreditation process

5.1. Approach to accreditation

The approach to accreditation, is based on the three sets of competencies set out in Tables 2, 3 and 4 above and the associated performance outcomes; and on three levels of competence. These will be referred to as the “Competency Guidelines”. The recommended process is summarised below:

- Schools use Competency Guidelines to prepare reports for accreditation visit to demonstrate how the full range of competencies is being covered for the qualification being assessed.
- At the same time motivate for any significant departures from the Guidelines.
- SACPLAN undertakes an initial accreditation of new qualifications; and implements a programme for regular (5 year) review of accredited programmes.
- The Accreditation Panel currently consists of the Chairperson and/or Deputy Chairperson of SACPLAN; three members of the Council; a representative from a Voluntary Association; representative from CHoPS (including an HOD from another province); a representative from Industry; and the CEO of SACPLAN.
- The accreditation process recognises that Schools are in different stages of accreditation cycle. Accordingly, the proposed approach will need to be phased in over 4 years.
- Online school accreditation practices may cut down on the traditional way of accreditation. While this can and will not replace the need for visits and inspections by SACPLAN, it will provide for interactive interventions where necessary.
- Accreditation criteria will be formulated in conjunction with CHE guidelines in the next Phase (2014).

5.2. Application of the Competency Guidelines

5.2.1 Generic competencies

It is not possible to assess performance outcomes of Generic competencies in the same way as the Core and Functional competencies. Curriculum mapping is proposed as a means for Planning Schools to indicate how they are entrenching generic competencies into each course. Curriculum mapping is based on a checklist indicating which generic competencies are embedded into each course. This can be presented in tabular form for SACPLAN Accreditation purposes, as suggested in Table 7, for a hypothetical example of contents for Courses URPL101 (History of Planning), URPL102 (Survey and analysis) and URPL 501 (Strategic spatial planning).

Table 7: Curriculum mapping of Generic competencies

		URPL 101 History of Planning	URPL 102 (Survey & analysis)	URPL 501 (Strategic spatial planning)
CRITICAL THINKING	Issues Identification	*	*	*
	Problem solving and decision making			
	Research and analytical		*	
	Innovation and creativity			
	Political Awareness	*		
INTERPERSONAL	Integrity and trust			
	Diversity and inclusiveness	*		*
	Collaboration and consensus building			
	Change management			
	Listening			*
COMMUNICATIONS	Written and oral		*	
	Graphic presentation		*	
	Information and Knowledge			
	Uses of information technology			
	Internal and external relations			
LEADERSHIP	Vision			*
	Responsiveness and influence			
	Team building	*		
	Climate of excellence			
	Managing resources and results			
PROFESSIONALISM AND ETHICAL BEHAVIOUR	Continuous learning			*
	Ethical standards			*
	Professionalism			*

5.2.2 Core and Functional competencies

The format proposed for Planning Schools to prepare reports for SACPLAN accreditation is shown in Table 8. A separate table is produced for each degree or diploma, showing in each row, the course in which a particular Core or Functional competency is dealt with and the level at which the competency is covered. The final column is used for credit points associated with the competency and course, and for explanatory notes.

5.2.3 Specialisation

A number of the current planning programmes contain specialisation modules or courses. SACPLAN's guidelines for such specialisations are that these are delivered at Hons or Masters level; that they contain a practical component; are deemed by the School to constitute a specialisation; and are accepted as such by SACPLAN on application.

Table 8: Format for reporting on Core and Functional competencies

Degree + exit level + credits	Competency Level 1 <i>“Awareness of, basic understanding of terminology and concepts; and ability to source further information and insights when required in the work environment”</i> (typical of NQF level 6)	Competency Level 2 <i>“ Good understanding of, or an ability to apply”</i> (typical of NQF level 7)	Competency Level 3 <i>“To apply or engage with the area of competency with increasing degrees of mastery and sophistication”</i> (typical of NQF levels 8 and 9)	Credits and explanatory notes⁴
Competency				
Core				
Settlement history and theory		URP 102 (History of settlements)		
Planning theory and Public Policy		URP 101 (Planning theory)		
Planning sustainable cities			URP 401 (Land use and infrastructure planning)	A specialisation of this degree

⁴ Schools have different names for courses; in some cases a competence is covered in more than one course; in others a course may cover more than one competency. This column allows each School to demonstrate how they have covered all the Core and Functional competencies and how they have distributed credit points among these and elective specialisation courses.

Place making	URP 103; URP 202; URP 304			These competencies are addressed in the listed courses at Level 1
Regional development & planning	Etc., etc.			
Institutional and legal frameworks				
Environmental planning and management				
Transportation planning				
Land use and infrastructure planning				
Integrated development planning				
Land economics				
Geography, sociology and anthropology				
Research and dissertation				
Specialisations				
Functional				
Survey and analysis				
Strategic assessment				
Local area planning				
Layout planning				
Plan making				
Plan implementation				

As explained above and illustrated in Figure 5, each Planning School/programme will address the competencies in different ways. Another important point is that these competencies form only part of a planner's training and life-long learning, as shown in Figure 5. This will be elaborated upon in the Registration Guidelines.

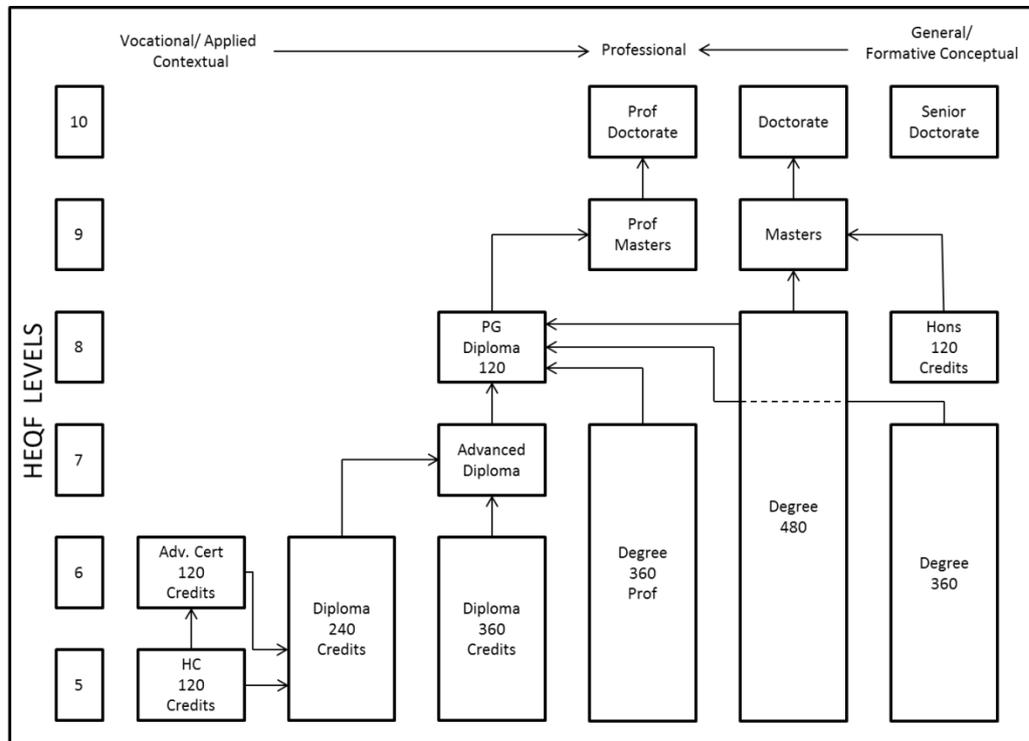


Figure 5: Progression of a planner's education and continued professional development

5.3. Existing qualification types

Figure 6 sets out the NQF of degrees, diplomas and exit levels. The current qualification types (degrees and diplomas/certificates) on offer at South African Planning Schools are listed in Annexure 2, which also gives their accreditation status and the category of registration awarded (Professional Planner or Technical Planner). Table 9 summarizes the current planning programmes in relation to NQF levels, registration status and progression routes.

Updated information is being compiled by the SACPLAN about the latest programmes and modules offered by the various Planning Schools. The latter is needed to assess the balance between core planning modules and services modules. Planning education and training should start out in year 1; studio work should be located on each year level. The issues of 3+1 (honours) approach and the split Master's Degree similarly need to be clarified.

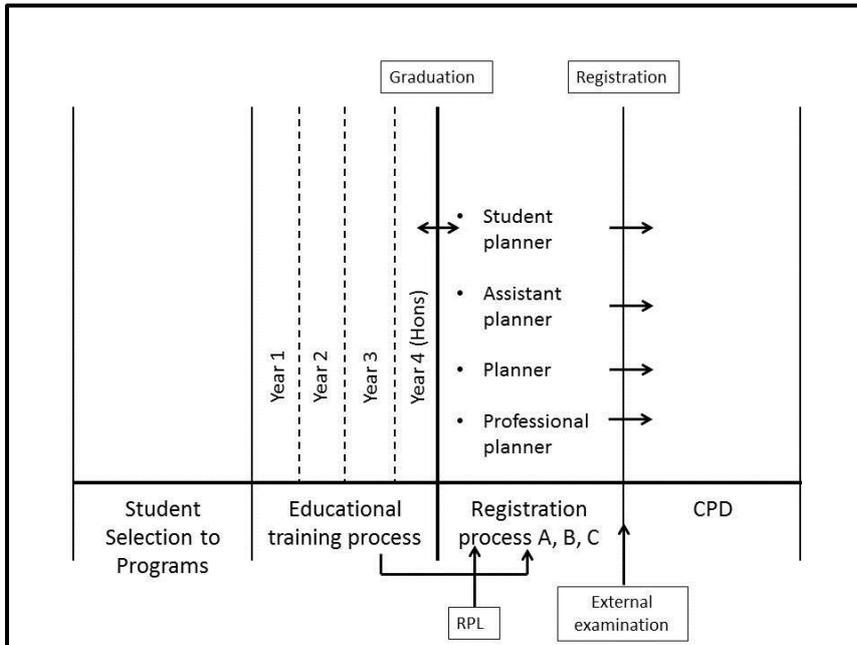


Figure 6: NQF levels and progression routes

Table 9: NQF levels, current planning programmes, progression routes and registration

NQF Level	Current Offerings	Progression routes	Registration
10 – PhD			
9 – Master	Master (UCT, UKZN, UP, Wits, UFS, US) – These include both the 2y Masters and the 1+1	Master (2 yr)	
8 – Post Graduate Diploma (PG Dip) / Degree (Professional – 4 years) / Honours Degree	Degree (4 years) (UP, Univen, NWU) Honours (3+1) (Wits) Honours (1+1) (UFS) PG Dip (US)	Hons; PG Dip; Hons; Degree (4 years)	Pr.PIn (Professional Planner) (Minimum Experience towards registration = Candidate Planner + 2y)
7 – Advance Diploma / Degree (3 years)	BTech (CPUT, DUT, UJ) Degree (3 Years) (Wits part of 3+1)	Adv Dip; Degree (3 y)	Planner (Minimum Experience towards registration = Candidate Planner + 2y)
6 – Advance Certificate / Diploma	ND (CPUT, DUT, UJ)	Dip (360-Credits)	Assistant Planner (Minimum Experience towards registration =

NQF Level	Current Offerings	Progression routes	Registration
			Candidate Planner + 1y)
5 – Higher Certificate			
			Start with all is Candidate Planner (with associated stream – e.g. Candidate Professional Planner) Students – Registration as Student Planner

6. Transitional arrangements

These Guidelines will come into effect on 1 March 2015. Within two years all accredited qualifications must be aligned with the requirements of this document.

Planning Schools are to provide a programme of implementation by 30 June 2015. The first task a School needs to undertake is to classify their existing programmes in terms of each category of competencies (generic, core, and functional). This will provide a 'footprint' of each programme at different Schools. Thereafter adjustments can be identified (if necessary) to demonstrate alignment with the Competency Guidelines as set out in this document.

The SACPLAN will formulate transitional arrangements to assist Planning Schools to adjust, where necessary, to the Competency guidelines and accreditation process. This will make provision for the recognition of prior learning (RPL) and criteria for accreditation which are in the process of being finalised. It will also take into account degrees and diplomas which are being phased out, as well as new programmes in the course of being developed.

These Competency Guidelines are the basis for other reports in this series on:

- Registration guidelines
- Job profiling guidelines.

Annexure 1: NQF levels and competencies

There are 10 areas under each of the NQF level. The following matrix gives a brief explanation of the learning achievement a learner should be able to demonstrate at each NQF level.

Areas	NQF level 6	NQF level 7	NQF level 8	NQF level 9
Scope of knowledge	Detailed knowledge	Integrated knowledge	Knowledge of engagement in forefront areas	Specialist knowledge
Knowledge literacy	An understanding different forms of knowledge	An understanding of knowledge as contested	Ability to interrogate multiple sources of knowledge	Ability to evaluate current processes of knowledge production
Method and procedure	The ability to evaluate, select and apply	An understanding of a range of methods	Understanding the complexities and uncertainties	The ability to design, select and apply creative methods
Problem solving	The ability to identify, analyse and solve problems in unfamiliar context	The ability to identify, analyse, evaluate, critically reflect on complex problems	The ability to use a range of specialised skills	The ability to use a wide range of specialised skills
Ethics and professional practice	Understanding of ethical implications of decisions and actions	Ability to take decisions and to justify decisions	Ability to identify and address ethical issues based on critical reflection	Ability to make autonomous ethical decisions
Accessing, processing and managing information	Ability to evaluate different sources of information	Ability to develop appropriate processes of information gathering	Ability to critically review information in specialised context	Ability to design and implement processing strategy
Processing and communicating information	Ability to present and communicate complex information	Ability to develop and communicate well-formed arguments	Ability to present and communicate academic, professional occupational ideas	Ability to use academic and professional resources and defend substantial ideas
Context and system;	Ability to make decisions and act appropriately	Ability to manage processes in unfamiliar contexts	Ability to operate effectively in a system	Ability to make interventions at an appropriate level within a system
Management of learning	Ability to evaluate performance against criteria	Ability to identify learning needs in a self-directed manner	Ability to apply in self-critical manner learning strategies	Ability to develop own learning strategies
Accountability	Ability to work effectively in a team	Ability to take full responsibility for own work, decision making, and limited accountability	Ability to take full responsibility for own work, decision making, and full accountability	Ability to operate independently and take full responsibility

Source: Steering Committee Report on 26 Sept 2013 workshop

Annexure 2: Planning Schools, qualifications and accreditation status

Revised draft with additional columns and NQF levels – Need to ask Martin to check and confirm

Institution	Qualification(s)	Existing Registration category	New Registration category	Date of Last Accreditation Visit	Outcome of Accreditation	Next Accreditation visit
1. Cape Peninsula University of Technology (CPUT)	National Diploma: Town and Regional Planning (ND TRP) NQF 6	Technical Planner	Assistant Planner	28-29 August 2014	Accredited with Conditions	August 2016
	Bachelor of Technology: Town and Regional Planning (BTech TRP) NQF 7	Professional Planner	Planner	28-29 August 2014	Accredited with Conditions	August 2016
2. Durban University of Technology (DUT)	National Diploma: Town and Regional Planning (ND TRP) NQF 6	Tech Planner	Assistant Planner	15-16 April 2014	Accredited	April 2019
	Bachelor of Technology: Town and Regional Planning (BTech TRP) NQF 7	Professional Planner	Planner	15-16 April 2014	Accredited	April 2019
3. University of North West (NWU)	Bachelor of Arts ET Science (Planning) NQF 8	Professional Planner	Professional Planner	13 August 2014	Accredited	August 2019

Institution	Qualification(s)	Existing Registration category	New Registration category	Date of Last Accreditation Visit	Outcome of Accreditation	Next Accreditation visit
	M Art et Science (Planning) NQF 9	Professional Planner	n/a	24-25 August 2011	Accredited	Discontinued
4. University of Cape Town (UCT)	Master in City and Regional Planning (MCRP) NQF 9	Professional Planner	Professional Planner	13-14 October 2009	Accredited with Conditions	2-3 September 2015
	Master in City Planning and Urban Design (MCPUD) NQF 9	Professional Planner	Professional Planner	20-21 August 2002	Previously accredited. Accreditation lapsed in September 2011	2-3 September 2015
5. University of the Free State (UFS)	Master in Urban and Regional Planning (MURP) NQF 9	Professional Planner	Professional Planner	18-19 November 2008	Provisionally Accredited with Conditions	28-29 May 2015
6. University of Johannesburg (UJ)	National Diploma: Town and Regional Planning (ND TRP) NQF 6	Technical Planner	Assistant Planner	16-17 July 2009 & 30 July 2010	Accredited	28-29 September 2015
	Bachelor of Technology: Town and Regional Planning (BTech TRP) NQF 7	Professional Planner	Planner	16-17 July 2009 & 30 July 2010	Accredited	28-29 September 2015

Institution	Qualification(s)	Existing Registration category	New Registration category	Date of Last Accreditation Visit	Outcome of Accreditation	Next Accreditation visit
7. University of KwaZulu-Natal (UKZN)	Master of Town and Regional Planning (MTRP) NQF 9	Professional Planner	Professional Planner	26-27 February 2009 & 29 September 2010	Provisionally Accredited with Conditions	6-7 May 2015
8. University of Pretoria (UP)	Bachelor of Town and Regional Planning (BTRP) NQF 8	Professional Planner	Professional Planner	17-18 March 2009	Accredited	6-7 August 2015
	Master of Town and Regional Planning (By Coursework) (MTRP) NQF 9	Professional Planner	Professional Planner	17-18 March 2009 & 15 November 2011	Provisionally Accredited	6-7 August 2015
9. University of Stellenbosch (US)	Master of Town and Regional Planning – phased out in 2004	Professional Planner	Professional Planner	4-5 August 1998	Accredited	Discontinued
	MPhil (Development Planning) – offered from 2001 to 2004 NQF 9			15-16 August 2013	Outcome pending	

Institution	Qualification(s)	Existing Registration category	New Registration category	Date of Last Accreditation Visit	Outcome of Accreditation	Next Accreditation visit
	MPhil (Sustainable Development Planning and Management) – option: Development Planning – <i>offered from 2003 to 2007</i> NQF 9	?		15-16 August 2013	Outcome pending	
	MPhil (Sustainable Development Planning and Management) – option: Sustainable Development Planning (120 credits) – <i>offered from 2006 to 2011</i> (Consisting of BPhil and MPhil (Sustainable Development Planning and Management) – option: Sustainable Development Planning (120 credits)) NQF 9			15-16 August 2013	Outcome pending	

Institution	Qualification(s)	Existing Registration category	New Registration category	Date of Last Accreditation Visit	Outcome of Accreditation	Next Accreditation visit
	MPhil (Sustainable Development Planning and Management) – option: Sustainable Development Planning (180 credits) – <i>offered from 2012</i> (Consisting of Postgraduate Diploma (PGDip) and MPhil (Sustainable Development Planning and Management) – option: Sustainable Development Planning (180 credits))			15-16 August 2013	Outcome pending	
10. University of Venda (Univen)	Bachelor of Urban and Regional Planning (BURP) NQF 8	Professional Planner	Professional Planner	24-25 October 2013	Accredited	2018

Institution	Qualification(s)	Existing Registration category	New Registration category	Date of Last Accreditation Visit	Outcome of Accreditation	Next Accreditation visit
11. University of the Witwatersrand (Wits)	Bachelor of Science Honours in Urban and Regional Planning (BSc Hons (URP)) NQF 8 (Any person wishing to register with the SACPLAN with a BSc Hons URP must have completed the BSc URP (or equivalent) that feeds into the BSc Hons URP)	Professional Planner	Professional Planner	10-11 October 2013	Accredited	2018
	Bachelor of Science in Town and Regional (BSc TRP) NQF 8	Professional Planner	Professional Planner	25-26 October 2007 & 15 August 2008	Accredited	Discontinued
	Master of Science in Development Planning (MSc (DP)) NQF 9	Professional Planner	Professional Planner	10-11 October 2013	Accredited	2018

Updated 19 February 2015